DOCUMENT RESUME

ED 131 036 SP 010 596

TITLE	Advising on Needs in Teacher Preparation.
INSTITUTION	Michigan State Dept. of Education, Lansing.
PUB DATE	73
NOTE	68p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Certification; Educational Certificates; Inservice Teacher Education; *Performance Based Teacher Education; *Preservice Education; *State Licensing Boards; State Standards; *Teacher Certification; *Teacher Education; Teacher Education Curriculum; Teacher Programs; Teacher Qualifications
IDENTIFIERS	Michigan

ABSTRACT

Current activities in the certification of teachers and the approval of teacher education programs in the state of Michigan are described. Alternative competency-based programs under development that have implications for local school inservice training programs and for later certification actions are discussed. The development of a data base to aid the planning and coordination of preparation and certification programs is proposed. The report is organized around the discussion of and recommendations for three specific areas: (1) teacher certification, (2) new teacher production, and (3) competency-based teacher education. Appended are: a list of state approved teacher education program areas in Michigan's colleges and universities, a list of certificate approved program areas, a teacher preparation report list, and administrative rules governing the certification of Michigan teachers. (MM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED131036

Michigan Department of Education

State Board of Education

	Term Expires
Dr. Gorton Riethmiller, *President* Chelsea	Jan. 1, 1975
James F. O'Neil, *Vice President* Livonia	Jan. 1, 1975
Dr. Michael J. Deeb, *Secretary* Mt. Clemens	Jan. 1, 1977
Barbara A. Dumouchelle, *Treasurer* Grosse Ile	Jan. 1, 1979
Marilyn Jean Kelly Detroit	Jan. 1, 1977
Annetta Miller Huntington Woods	Jan. 1, 1979
William A. Sederburg East Lansing	Jan. 1, 1981
Edmund F. Vandette Houghton	Jan. 1, 1981
Dr. John W. Porter, *Superintendent of Public Instruction*, Chairman, Ex-Officio	
William G. Milliken, *Governor* Member, Ex-Officio	

ADVISING ON NEEDS

IN

TEACHER PREPARATION

Michigan Department of Education
1973

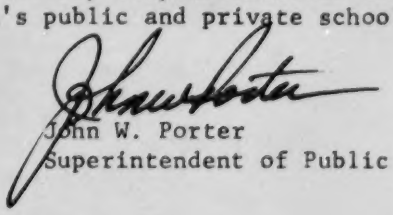
FOREWORD

The State of Michigan's responsibilities for teacher certification and for the approval of teacher preparation programs have been administered by the State Board of Education for a long period of time. Requirements for teacher certification and for the approval of preparation programs have been published in administrative rule form. Certification actions and program approvals have been based upon requirements of those rules. While important for continuation, this sequence is not adequate today in discharging that state responsibility.

The report on "Advising on Needs in Teacher Preparation" describes current activities in the certification of teachers and the approval of programs. The report also describes an alternative means for new teacher preparation that also has important implications for local school inservice training programs and for later certification actions.

The report proposes the development of a data base for planning and coordination in connection with the preparation and the certification of teachers as also necessary for advising the Governor, the Legislature, and administrators of public and private teacher preparation institutions.

In summary the report on "Advising on Needs in Teacher Preparation" represents one part of a necessary planning and coordination system for postsecondary education envisioned by the State Board in the fulfillment of its constitutional and statutory responsibilities in regard to teachers for Michigan's public and private schools.



John W. Porter
Superintendent of Public Instruction

TABLE OF CONTENTS

		Page
	Introduction	
Part I	Teacher Certification	1
	Recommendations	5
Part II	New Teacher Production	6
	Recommendations	13
Part III	Competency-Based Teacher Preparation	14
	Recommendations	21
Appendix A	State Approved Teacher Preparation Programs in Michigan Colleges and Universities	22
Appendix B	Certificate Approved Program Areas	30
Appendix C	Teacher Preparation Report List	37
Appendix D	Administrative Rules Governing the Certification of Michigan Teachers	38

Introduction

The State Board of Education has two major responsibilities in the area of teacher certification and professional development:

1. The establishment of guidelines, criteria, and administrative rules for the uniform certification of some 16,000 persons annually desiring to qualify as teachers in Michigan's public and private K-12 school system, and elsewhere. That certification responsibility includes persons just completing Michigan college of education teacher preparation programs, persons who completed equivalent programs from other states, and the provision of a system of authorizations for persons not fully prepared for classroom responsibilities.

2. The provision of a program of professional development for the almost 100,000 teachers serving children and youth in Michigan's public school classrooms. The 1967 Certification Code included a requirement for the completion of a planned program prior to the issuance of a continuing certificate. That specific requirement represented a State Board of Education concern for teacher performance in Michigan's public school classrooms following a period of initial preparation in a college or university training program. Completion of that planned program, however, will normally occur during the first six years of what may be a teacher's work life of 40 years. That planned program provision does not resolve the problem of providing for the continued improvement and maintenance of knowledge and teaching skills during the period from the final certification action to retirement.

Part I

Teacher Certification

TEACHER CERTIFICATION

For over 35 years, indeed since 1935, the State Board of Education has administered a statewide centralized uniform certification program based upon college credit preparation programs. Over the past several years, almost 50 percent of all four-year college graduates in Michigan also earned teacher certificates (Table I). For the 1971-72 academic year, Michigan colleges and universities granted over 36,000 bachelor's degrees and approximately 16,400 persons also completed the requirements for a teacher certificate. With 29 different public and private colleges and universities preparing 16,000 persons annually for teacher certificates, with the diversity and variation possible in different college and university baccalaureate degree requirements, the only common thread testifying to the individual acquisition of the teacher skills necessary to perform in Michigan's classrooms is the Certification Code administered by the State Board of Education (Appendix D). Michigan's need for trained teachers able to provide for the educational needs of all children and youth has been of so much concern to the State Board of Education and staff that a paper has been prepared proposing that teacher certification requirements be shifted as rapidly as possible from the completion of college credits to an assessment of teacher performance skills as the basis for initial and continuing certification.

In addition to the initial certification of some 16,000 new Michigan applicants each year at a unit cost of $4.00 per applicant (Table II), the State Board has authorized the issuance of emergency permits when fully-certificated teachers are not available. The annual Department unit cost for each of 15,000 new permits and 10,000 renewals was $7.00 and $4.00 respectively, a state cost necessary simply to keep Michigan's classrooms operating consistent with statutory provisions. Unit costs are computed on 1970-71 costs.

Michigan has experienced a teacher shortage of almost catastrophic proportions for over the past quarter of a century. The pool of available Michigan teacher manpower has been augmented annually by persons educated in other states seeking teaching positions in Michigan. The Department of Education's teacher preparation staff have evaluated the credentials of persons coming from over 1200 out-of-state teacher education institutions located in 49 other states who wish either to demonstrate equivalency to Michigan teacher preparation or meet Michigan's requirements for teacher certification. Each out-of-state candidate for which an evaluation to determine eligibility for certification is performed involves a unit cost of $15.00 for each of 8,000 persons annually.

The Michigan Certification Code has long required a demonstration of teacher success during the initial provisional certificate period. At the end of that time the applicant must complete the requirements for a permanent certificate at a unit cost to the Department ranging from $4.00 to over $7.00

TABLE I

A Comparison of Bachelor's Degrees Granted
With Provisional Certificates Recommended

July 1, 1971 - June 30, 1972

Twelve Public Institutions	Bachelor's Degrees	Provisional Certificates Recommended	% Completing Teacher Education Program
Central Michigan University	2,522	2,096	83.1
Eastern Michigan University	2,579	1,737	67.4
Ferris State College	872	175	20.1
Grand Valley State College	513	302	58.9
Michigan State University	7,631	2,816	36.9
Mich. Tech. University	831	19	2.3
Northern Michigan University	1,234	819	66.4
Oakland University	1,158	421	38.4
Saginaw Valley College	200	107	53.5
University of Michigan	5,262	1,427	27.1
Wayne State University	3,881	1,694	43.6
Western Michigan University	4,439	2,610	58.8
Total	31,122	14,223 *	45.7
17 Private Teacher Education Institutions	5,083	2,236 **	44.0
Grand Total	36,205	16,459	45.5

* 86 per cent of total certificates
** 13.6 per cent of total certificates

TABLE II

Teacher Education and Certification
Unit Cost Estimates 1970-71
Certificate and Permit Production

Item	1970-71 Production	Relative Weight	Total Weighted Units	Unit Cost	Item Costs
Permit Evaluation	15,000	2	30,000	$7.38	$110,850
Permit Renewal Authorization	10,000	1	10,000	3.69	36,900
Prov. Cert. - Mich. Inst.	14,000	1	14,000	3.69	51,660
Prov. Cert. - Evaluation	8,000	4	32,000	14.76	118,280
Prov. Cert. - Renewal	300	2	600	7.38	2,214
Prov. Cert. - Endors. & Dup.	3,000	1	3,000	3.69	11,070
Perm. Cert. - Mich. Inst.	8,000	1	8,000	3.69	29,520
Perm. Cert. - Evaluation	2,000	2	4,000	7.38	14,760
			101,600		$375,254
			$3.69 per unit		

1970-71 Data Processing -

Register	$14,802
Cert. Reports	10,357
Certs.	44,096
Total	$69,255

1970-71 State and Federal Funds -	$305,999
Data Processing	69,255
Total	$375,254

for over 10,000 persons. Lost certificates, persons who complete requirements authorizing teaching in a new area, represent a cost of operation to the Department of approximately $4.00 for each certification action for an estimated 3,500 persons annually.

To continue the present certification process, reorganized in a way to provide a minimum level of service, requires five professional persons for certification activities and 11 clerical positions assigned tasks related to the processing of certificate applications, permit requests, and the wide variety of assistance provided actual and potential teachers and employers. Certification actions now involve persons graduating from elementary and secondary programs. Vocational certificates are issued to eligible applicants and this activity will grow with the recent increased emphasis on vocational and career education. The Michigan Legislature authorized the endorsement of teachers as counselors, an additional certification action. Increased state support for special education will require a greater level of activity in regard to special education teacher certificates and approvals. The 1972 Michigan Legislature also authorized the certification of school nurses, a further certification responsibility.

In the absence of an adequate level of state support for a certification program that has grown during the past years, state funds have been supplemented by federal funds in a ratio for 1972-73 of 37 per cent state and 63 per cent federal. This funding ratio has required an increase in the percentage from federal sources because a reduced state appropriation has been accompanied by an increase in operating costs due to an annual increase in the numbers of permits, renewals, and provisional and permanent certificates granted to Michigan and out-of-state applicants. With the possibility of elimination of federal support, the unit faces a crisis of substantial proportions.

In view of the obvious disparity between the state appropriation level for certification activities and the needs for administrative and clerical help to manage that program, the State Board of Education is asked to seek an amendment to the statutory authority of the Board which would authorize a system of fees to be paid by applicants and school districts to support a statewide and uniform certification process. The certification of teachers is a state responsibility and this statutory change is consistent with that responsibility.

Recommendations

It is recommended that the State Board seek immediate amendment to Section 10 of Public Act 287, as amended by Public Act 32 of 1965, to authorize the establishment of a system of fees, making this system of fees effective during 1973-74 to partially alleviate the funding crisis. Suggested language is as follows:

> 388.1010 State board of education; powers and duties. (M.S.A. 15.1023 (10))
>
> Sec. 10. The state board of education shall also have the following powers and duties:
>
> Teachers' certificates and licenses; counselors.
>
> (a) Determination of the requirements for, and issuance of, all licenses and certificates for teachers and the endorsement of teachers as qualified counselors in the public schools of this state, AND TO FIX AND COLLECT FEES WHICH SHALL BE PAID INTO THE GENERAL FUND AND BE SUBJECT TO APPROPRIATION TO THE DEPARTMENT OF EDUCATION FOR THE ADMINISTRATION, RESEARCH, AND DEVELOPMENT OF THE TEACHER CERTIFICATION UNIT RESPONSIBLE FOR THE EVALUATION AND ISSUANCE OF SUCH LICENSES AND CERTIFICATES.

It is recommended as an alternative that the State Legislature provide sufficient funds to permit the Michigan Department of Education to administer adequately the state certification process.

Part II

New Teacher Production

NEW TEACHER PRODUCTION

The preparation and certification of teachers requires a substantial national commitment of higher education institution staff for the preparation of such persons and commitments by states for the certification of graduates. Table III reports bachelor's and master's candidates for initial certification for 1971-72 for 50 states and the District of Columbia. Michigan's total teacher certificate production for that year places it at the seventh rank nationally, based upon the issuance of 14,917 certificates. Michigan has long ranked between five and seven when states are ranked by new teacher certificate production. In 1971-72 Michigan produced more teachers than the 13 states ranked 39 through 51 for the United States. The only states producing more teachers that year were New York, Texas, Illinois, Pennsylvania, Ohio and California. Forty-four states produced fewer teachers than Michigan.

Teacher certification in Michigan is a high volume activity reflecting the large commitment to teacher preparation by the public and private colleges and universities in this state. Twenty-nine public and private teacher preparation institutions produced 16,459 teachers in the period July 1, 1971 - June 30, 1972. The 17 private institutions produced 14 per cent of the new teachers. Eighty-six per cent were graduated from 12 public institutions who granted 31,122 bachelor's degrees in 1971-72, including 14,223 teacher certificate candidates who comprised 45.7 per cent of the public bachelor's degree graduates for that year.

Michigan teacher preparation institutions have been recognized as leaders in the field of education not only in quantity of candidates for certification, but also because of the quality of their products. For a number of years, two Michigan institutions have ranked number one and two in a ranking of the largest institutional producers of new teachers in the nation, as shown by Table IV. That table is based on 1966-67 data, the most recent institutional production comparison available. For 1971-72 Michigan State University alone produced more teachers than any of the states ranked 37 and below in a rank order of new teacher production, Table III. For 1966-67, six Michigan teacher education institutions were listed among the top 25 institutional producers of new teachers in the United States. In terms of graduate degree production in education, four Michigan institutions were ranked in the top 20 for 1966-67, as shown by Table V. With such a high volume of teacher certificate and graduate degree production, the need for planning becomes imperative.

An institutional request for approval of a new major or minor for teacher certification purposes usually begins at the academic department level. In the absence of state-level planning and coordination for the production of new teachers, that academic department action may have only accidental relationship to Michigan's actual needs for teachers prepared in that particular discipline. Student decisions to enroll in such programs may be made with little knowledge of the relationship between that student choice of major or minor and employer needs for new teachers from that discipline or related opportunities for employment. School employers depend upon the accidental operation of this production system to meet their needs for new staff. With an annual state financial commitmen

Table III

Rank Order by State Totals
of Teacher Certificates and Degrees *

September 1, 1971 - August 31, 1972

Rank	State	Bachelors Degree and Teaching Certificate		Bachelor and Masters Degrees combined and Teaching Certificates
		Elementary	Secondary	Total
1	New York	8,625	9,592	24,889
2	Texas	6,058	8,950	17,932
3	Illinois	6,390	9,180	17,898
4	Pennsylvania	7,211	9,480	17,590
5	Ohio	6,399	9,175	16,231
6	California	3,439	1,295	15,880
7	MICHIGAN	5,856	9,132	14,917
8	Indiana	3,583	5,828	10,657
9	Massachusetts	4,471	4,486	10,257
10	Missouri	2,820	4,420	8,891
11	Wisconsin	3,383	4,303	8,591
12	New Jersey	3,481	3,767	8,461
13	North Carolina	2,376	4,428	8,037
14	Florida	2,889	3,550	7,001
15	Tennessee	2,212	3,998	6,534
16	Kentucky	2,137	3,804	6,269
17	Minnesota	3,210	4,274	6,222
18	Georgia	2,046	2,498	5,975
19	Oklahoma	1,854	3,397	5,942
20	Iowa	1,985	3,365	5,721
21	Mississippi	1,395	2,854	5,492
22	Virginia	1,733	2,753	5,405
23	Louisiana	1,811	2,732	5,231
24	Alabama	1,372	2,932	4,960
25	Washington	2,523	2,976	4,925
26	Kansas	1,760	2,683	4,737
27	Connecticut	1,667	1,797	4,689
28	Nebraska	1,703	2,290	4,103
29	Colorado	1,451	2,714	4,035
30	West Virginia	1,142	2,219	3,538

Table III Continued

Rank	State	Elementary	Secondary	Total
31	Arizona	1,327	1,186	3,522
32	Oregon	1,569	1,791	3,422
33	Maryland	1,498	1,396	3,195
34	Utah	1,309	1,639	3,102
35	Arkansas	1,026	1,994	3,051
36	South Carolina	1,053	1,492	2,933
37	South Dakota	909	1,520	2,550
38	New Mexico	550	992	2,297
39	Montana	635	1,205	1,986
40	North Dakota	590	1,344	1,983
41	Maine	592	961	1,634
42	Hawaii	430	233	1,464
43	Idaho	515	723	1,390
44	Rhode Island	581	698	1,341
45	New Hampshire	413	502	1,131
46	District of Columbia	455	476	1,098
47	Delaware	228	315	700
48	Nevada	181	311	646
49	Wyoming	141	303	559
50	Vermont	247	276	528
51	Alaska	76	51	261
	TOTALS	111,307	154,240	309,803

* Adapted from Teacher Supply and Demand in Public Schools, 1972, National Education Association Research Report 1972-R8. National Education Association, Washington, D. C., 1972.

Table IV

Major Producers of Initially Certificated Teachers *

September 1, 1966 - August 31, 1967

1	MICHIGAN STATE UNIVERSITY	2102
2	WESTERN MICHIGAN UNIVERSITY	1837
3	Indiana University	1666
4	Arizona State University	1441
5	The Ohio State University	1426
6	Illinois State University	1358
7	University of Puerto Rico	1354
8	EASTERN MICHIGAN UNIVERSITY	1338
9	The Pennsylvania State University	1302
10	WAYNE STATE UNIVERSITY, MICHIGAN	1290
11	Bowling Green State University, Ohio	1179
12	Kent State University, Ohio	1171
13	THE UNIVERSITY OF MICHIGAN	1153
14	East Carolina University, North Carolina	1139
15	Ball State University, Indiana	1133
16	CENTRAL MICHIGAN UNIVERSITY	1132
17	Boston University, Massachusetts	1124
18	Brigham Young University, Utah	1064
19	Miami University, Ohio	1054
20	Mankato State College, Minnesota	1026
21	Morehead State University, Kentucky	1026
22	Southern Illinois University	1019
23	CUNY--Brooklyn College, New York	993
24	CUNY--Queens College, New York	993
25	San Jose State College, California	983

* Teacher Productivity--1967, pp. 105, The American Association of Colleges for Teacher Education, 1201 Sixteenth Street, N.W., Washington, D. C. 1967.

Table V

Major Producers of Graduate Degrees in Education *

September 1, 1966 - August 31, 1967

1	Teachers College, Columbia University, New York	1691
2	Ball State University, Indiana	1079
3	New York University, New York	930
4	Boston University, Massachusetts	872
5	MICHIGAN STATE UNIVERSITY	868
6	University of Illinois	867
7	EASTERN MICHIGAN UNIVERSITY	772
8	WAYNE STATE UNIVERSITY, MICHIGAN	699
9	State College at Salem, Massachusetts	668
10	The University of Tennessee	655
11	Temple University, Pennsylvania	628
12	University of Southern California	601
13	Arizona State University	596
14	THE UNIVERSITY OF MICHIGAN	582
15	San Jose State College, California	549
16	East Texas State University	540
17	Kansas State Teachers College at Emporia	539
18	The Ohio State University	503
19	The University of North Carolina at Chapel Hill	500
20	The University of Alabama	495

* Ibid. pp. 106

of millions of dollars for teacher education students comprising almost half of the upper division programs of most public four-year institutions, there is an obvious need for state-level planning, coordination, and for financial advising in regard to this important activity. Table VI shows the number of teacher certificate endorsements by teaching field for Michigan institutions for 1971-72.

The State Board of Education has, since 1939, approved 65 different categories of study for the production of new teachers by major and minor, as shown in Appendix B. The 65 categories of study include over 2,200 different major and minor program options, as shown by Appendix C. Whether this array of new teacher preparation programs is consistent with the requirements of employing school districts for new teachers is a critical planning component currently lacking in Michigan.

MCL § 388.1010 - Sec. 10 of Act 287 of P. A. 1964 authorizes the State Board of Education to determine the requirements for, and to issue, certificates for teachers employed in Michigan's schools. The administrative rules adopted by the State Board specify the requirements for teacher certificates. These administrative rules require a bachelor's degree, an academic major and minor in a teaching field, and the completion of a professional sequence. Requirements for the permanent and continuing certificates require the completion of additional college credit. Neither that statute nor those administrative rules makes any reference to nor provides an authority for state-level coordination, for planning, and financial advising in regard to the preparation of teachers.

Even more critical is the current dichotomy between conventional teacher preparation programs and expectations of improvements in pupil performance reported by state assessment results and local school district participation in programs such as those supported by Chapter 3 of the current State Aid Act.

The State Board of Education, following adoption of common goals of Michigan education, authorized the release of a position statement on educational accountability and appointed in the fall of 1971 a series of grade level commissions charged with the responsibility for the development of state-level pupil performance objectives in the following areas: (1) communications skills, (2) mathematics skills, (3) science skills, (4) social science skills, (5) fine arts skills, (6) health skills, (7) physical education skills, (8) industrial arts skills, and (9) attitudes and skills in the affective domain. The objective of the statements on common goals and educational accountability were designed to have a specific and direct impact on the improvement of learning experiences of pupils in Michigan's K-12 school system.

Table VI

SUMMARY OF PROVISIONAL CERTIFICATE ENDORSEMENTS
ALL MICHIGAN TEACHER EDUCATION INSTITUTIONS COMBINED
(1971-72)

LANGUAGE ARTS		
English	1712	
Journalism	4081	
Speech	65	
	785	
	TOTAL:	6643
SOCIAL SCIENCE		
Economics	6069	
Geography	146	
History	378	
Political Science	2069	
Psychology	512	
Sociology	739	
Anthropology	956	
Cultural Studies	14	
Behavorial Studies	15	
	27	
	TOTAL:	10925
SCIENCE		
Biology	2264	
Chemistry	796	
Physics	248	
Geology-Earth Science	112	
Astronomy	100	
	TOTAL:	3520
MATHEMATICS:	TOTAL:	1105
BUSINESS EDUCATION	668	
Accounting	14	
Business Adm.	68	
Secretarial Science	52	
Distributive Educ.	66	
	TOTAL:	868

FOREIGN LANGUAGE		
French	390	
German	180	
Greek		
Latin	37	
Russian	27	
Spanish	328	
Italian	2	
Polish		
Hebrew	1	
	TOTAL:	965
AGRICULTURAL EDUCATION:	TOTAL:	31
INDUSTRIAL ARTS:	TOTAL:	481
MUSIC EDUCATION:	TOTAL:	591
HOME ECONOMICS:	TOTAL:	622
ART EDUCATION:	TOTAL:	841
HEALTH PHYS ED, REC.	295	
Health	190	
Phys. Educ.	1072	
Recreation	160	
Dance	26	
	TOTAL:	1743
MISCELLANEOUS		
Driver-Safety Educ.	24	
Library Science	141	
Environmental Studies	25	
Guidance Counselor	24	
Occupational Therapy		
	TOTAL	

FINE ARTS:	TOTAL:	537
HUMANITIES	189	
Philosophy	2	
	TOTAL:	191
SPECIAL EDUCATION		
Mentally Handicapped	479	
Speech Correction	204	
Orthopedically Hand.	95	
Emotionally Disturbed	256	
Teacher of Homebound	25	
Teacher of Blind	52	
Teacher of Deaf	67	
	TOTAL:	1178
VOCATIONAL EDUCATION		
Agriculture	20	
Business Education	6	
Distributive Educ.	12	
Home Economics	358	
Vocational Tech.	84	
	TOTAL:	480
EARLY CHILD. - PRE. K & K:	TOTAL:	91

NUMBER AND TYPE OF CERTIFICATES ISSUED	
Elementary Prov.	7648
Secondary Prov.	8811
TOTAL:	16459

Following the action of the State Board on common goals and educational accountability some Michigan teacher preparation institutions began the task of defining new teacher preparation competencies in terms of state-defined objectives for pupil performance. Completion of the work of the grade level commissions will make it possible to base teacher preparation programs on the development of specific teacher competencies related to pupil performance objectives. This can provide a competency-based teacher preparation program system that is directly related to the needs of learners rather than as presently functioning where the relationship between what the prospective teacher acquires in college may or may not relate to his or her ability to perform in a classroom.

The conventional pattern offered in Michigan's 29 teacher preparation institutions provides over 2,200 different college credit-based major and minor program choices. These program choices, however, are defined by the institutions in terms of (1) the desires of particular departments to add courses that are deemed desirable, or (2) based upon the assumption that successful completion of such programs in one or more of the 65 categories of study develops skills necessary for effective teaching. The State Board of Education has not heretofore had the manpower necessary to work with the teacher education institutions in the provision of careful review of an initial request for approval or to reassess programs already approved on a regular and orderly basis.

Many persons have been concerned that this system can be improved, that direct indices of ability to teach can be provided, and that the entire sequence can be related to state-level pupil performance objectives and the acquisition by the college student of competencies specifically related to his future classroom performance.

Recommendations

It is recommended that the State Legislature provide funds for Department staff responsible for working with the public and private teacher education institutions to reassess each of the more than 2,200 programs in 65 categories of study currently approved by the State Board of Education.

It is also recommended that sufficient funds be appropriated to provide staff for continuous studies of the supply and demand for teachers, as well as the publication of reports addressing the production and need for teachers.

Part III

Competency-Based Teacher Preparation

COMPETENCY-BASED TEACHER PREPARATION

I. Introduction

A growing number of persons involved in teacher preparation and the employment of teachers are concerned about the need for a more effective means of determining competence in teaching. The assessment of competency levels in the preparation of a teacher is proposed as a much needed improvement.

The enthusiasm for a competency-based system for teacher preparation appears to be grounded in the basic assumption that preparation for, and the actual practice of, teaching is not being achieved at least at universally desirable levels in the approved program system which presently operates in Michigan. That system does produce persons with varying ranges of competency but evidence does not support the assumption that a preponderant number of these persons can be classed as incompetent teachers. The issue is whether or not the identification and assessment of competencies can provide a better system for teacher preparation.

The purpose of this section is to attempt to identify roles and stages needing consideration in any effort to revise Michigan's teacher preparation system. The present pattern cannot be abandoned at this time since the stage of knowledge in competency-based preparation is not yet complete enough to make possible a determination as to whether or not this is a more viable and acceptable system. Early evidence indicates that the endeavor is promising, and worthy of serious state consideration.

Preparation Competencies

Baccalaureate degree programs at approved Michigan teacher education institutions provide a sequence of preparation programs which prepare graduates for specialty teaching areas. Teacher preparation program completion is a secondary indice of teacher competency since it is based on the assumption that graduates can in fact teach young people. The adaptation of these institutional programs to a competency-based system would require the substitution of specific teacher competency factors for generalized teacher preparation objectives. The variable of grading systems would disappear as an index of potential teacher ability and a series of rigidly-administered teacher competency completion activities for each student would be substituted. Institutions adopting such a program develop training modules consisting of learning experiences, culminating in the individual student's demonstration that he can perform in each of the competency areas specified for that training module. Training time for completion of each module varies and the fixed items of the entire program are student demonstrations of ability to perform each of the required specific competencies.

Initial Practicing Competencies

Formal training cannot develop a person fully competent to deal with all kinds of classroom conditions. Extended experience with the actualities of the classroom is necessary to round out teaching competence. The first year or two of experience is a very critical time in the life of the new teacher. Those who manage to survive either become competent or become inured to the press and demands of teaching.

Beginning teachers are issued a provisional certificate valid for six years, providing an opportunity to acquire the three years of successful teaching experience specified in the Code. However, since the Certification Code does not define "successful experience," each employing district applies locally-derived definitions of success to support that recommendation for the next certificate stage. Obviously these local definitions of "successful experience" vary widely among the 600 employing school districts. In the absence of publicly-distributed standards of performance or expected levels of competence, teachers completing the initial practicing competencies period will do so in a setting varying from one employing unit to another.

Continuing Professional Competencies

A third and higher level of competence can be acquired only through continued experience and maturity in teaching.

Many competencies can never be taught in a college class. They cannot normally be learned during the first, second, or third year of teaching experience. They are competencies which are slowly acquired with the process of being a functioning professional in education.

This is the period of the teacher's work life when he will have acquired a permanent or continuing certificate. Continued employment in the district may be based upon locally-derived and acceptable measures of competency. In the absence of these measures, employment may continue, supported by evidence totally unrelated to competency assessment. There is neither statutory nor administrative rule authority for a further certification action based upon adequacy of performance or competency.

II. Competency or Performance Assessment

The stages identified above dealing with preparation, initial practicing, and continuing professional competencies report very briefly the present stage and general absence of a systematic means for the determination of performance indices or competency levels. The three general areas identified below are required in the development of specific means of determining competencies.

1. Knowledge as an Indicator

   Two types of knowledge indices are required to assess the competence of a potential teacher to determine that he is capable of performing at an acceptable level the necessary instructional tasks required for classroom assignments. The teacher must have a broad liberal education, as well as an area of specialization in order to function effectively in a classroom. In addition a teacher must know and be able to demonstrate his command and comprehension of the lore of teaching. He must have knowledge about the actual process of teaching, knowledge of child development, learning, the sociological implications of education, methods of instruction, and the use of teaching media.

2. Performance as an Indicator

   A second measure of competence may be obtained through a series of performance assessments. These performance assessments consist of actual demonstrations of competency at levels appropriate to the individual stage of preparation and maturity so that his competence may be determined for certification purposes. In the training stages this assessment will be made under simulated and partially realistic conditions. In a determination for continuing certification, this assessment must be made based upon the teacher's actual classroom performance.

3. Net Effect on Pupils

   A third kind of competency assessment can be derived from the net effect which a teacher and his instructional strategies has upon the learning of pupils. If a teacher knows enough about his areas of specialty and the process of teaching so that he can demonstrate

certain levels of performance, he could still conceivably be deficient in the learning effect upon the pupils with whom he works. A teacher must be able to generate and sustain pupil interest, confidence, and produce actual learning achievement. It is this effect which is in reality the objective of a performance- or competency-based preparation system. It is this area which is the most complex and the most controversial. It is also a task of massive proportions, but which must be faced in order to improve the current system of training teachers.

III. Three Levels of Competency Assessment

It would appear that three different performance indice types are required in a consideration of competency or performance assessment.

1. Training Competence

   The first would be related to the pre-professional experience and would indicate training competence. This would be assessed on the campus of the institution in which the individual received his teacher preparation.

2. Practicing Competence

   A second level of competence can be determined at the end of one or two years of actual teaching experience. Having been exposed to the conditions of practice and having worked within the formal structure of a school system, the individual would have learned more about the instructional process and about the problems encountered in working with youngsters in classroom settings.

3. Continuing Competence

   A third level of competence would become evident after five or six years of teaching experience. This might be a competency assessment related to ultimate issuance of a continuing certificate. Responsibility for this kind of assessment should rest with an employing school district rather than with the training institution.

IV. A Proposed Performance-Based Certification System

One possible system adapted from the current Michigan certification pattern is proposed which could be implemented, subject to the development of appropriate and acceptable determinations of competency and means for assessment. Five Michigan teacher education institutions are developing seven alternative competency-based teacher preparation programs, as shown in Table VII.

Table VII

Alternative Competency-Based Programs Being Developed

1972 - 1973

Wayne State University

The VAE Program for Secondary Teachers

The Interdisciplinary Program for Elementary and Secondary Teachers

Michigan State University

EPDA B-2 Competency-Based Program for Elementary and Secondary Teachers

Oakland University

EPDA B-2 Elementary Teacher Program Model

Central Michigan University

Field-Centered Competency-Based Elementary, Secondary and Special Education Program

Madonna College

Competency-Based Elementary and Secondary Methods Project

1. Formal Preparation

It is concluded that most aspiring teachers will be trained in colleges and universities. The adaptation to a competency- or performance-based system will be the inclusion in college preparation programs of actual competency determinations and the development of learning modules appropriate to these competencies.

2. Apprentice or Intern Certification

Presumably colleges will determine competencies or performance levels and make a recommendation for some kind of state licensure. Rather than the current provisional certificate, the candidate could be given a license as an apprentice or an intern, valid for at least one and not more than three years during which time the applicant can demonstrate that he is able to perform in an actual classroom setting in a manner which supports a conclusion for a first level certificate authorizing him to become a new member of the teacher community.

This pattern would require a modification in the current Certification Code and an amendment to the Tenure Act since it is concluded that the apprentice period is a time of judgment determining whether the neophyte teacher should be granted a provisional certificate. This is not logically a period of time to be covered by the Tenure Act for tenure determination purposes. This period is not a student teaching experience but a longer period of classroom practice, a continuing learning experience including participation in an inservice training program involving the teacher preparation institutions. It is at this period that remediation and additional learning occurs in order that the neophyte teacher can be given an opportunity to develop his teaching skills in an actual classroom setting. Competencies must be assessed prior to a joint training institution-employing school district recommendation for the first level of formal certification, the provisional certificate.

3. Provisional Certification

The administrative rules authorizing the present provisional certificate specify that this is valid for six years and may be extended once for an additional three year period. The competency- or performance-based certification system could continue this present certification pattern but would require a means by which local employers will actually determine the beginning teacher's ability to perform effectively in a classroom. The specific identification of the competency bases on which this judgment is to be made do not exist at this time. A determination of the locus of responsibility for making that judgment must be made. This determination is complicated by the changing nature

of administrator-teacher relationships and presumably a joint teacher education association-administrator-school board judgment will be required following a joint assessment of competency.

4. Continuing Competence

The Certification Code currently authorizes a permanent or continuing certificate following completion of additional credit and the successful experience. The Tenure Act provides for an orderly procedure for discharge, demotion, or retirement, and provides further that discharge or demotion "may be made only for reasonable and just cause," but is silent on the question of "what is reasonable and just cause." A competency or performance assessment system must speak to that issue. It presumably would be based upon the system identified above for implementation during the apprenticeship or internship period, and during the provisional certificate period. It would differ not in kind but in the level of mature performance required for the maintenance of a continuing certificate. The same system of competency assessment would then become related to tenure decisions, including demotion or discharge. A Certification Code revision and statutory authorization would be required for instances of incompetency in which a suspension or certificate revocation is justified.

Statutory or Rule Changes

The statutory authority of the State Board to determine the requirements for teacher certificates is adequate for the issuance and maintenance of a competency-based certification system. The administrative rules governing the certification of Michigan teachers would require change since the Code does not now specify preparation competencies. Act No. 4 of the Public Acts of 1937, as amended, the Tenure Act, which provides that all teachers during the first two years of employment shall be in a period of probation would need amendment since a successful competency-based certification system should include an employment period following formal preparation during which a specific determination of the adequacy of competency to support continued certification would be made, and this should not be a part of the tenure or probationary period. The general legal framework would require adjustment, but not a drastic alteration, if a competency-based certification system were adopted.

Implications

One of the problems in any analysis of teacher preparation and licensing systems is the complexity of the task. The substitution of a performance- or competency-based preparation system for Michigan's present pattern will make the system even more complex and possibly controversial. Decisions on training completion and certification will be based upon applicant evidence of ability to perform various tasks related to teacher

competence. This requires the identification of legitimate temporary and long-term teacher competencies and is a challenge of substantial proportions because of the level of current knowledge of indices of valid teacher performance. Supporters and opponents of this system tend to be intrigued by appealing and oversimplified solutions and alternatives, with some opponents rejecting out of hand any possibility of constructive action. A competency-based system must be equitable and legally defensible. The magnitude of the task should not be a deterrent to efforts to improve the system for the preparation and certification of Michigan's teachers. With State Board of Education approval in principle in the fall of 1971, cost information is needed prior to a determination that this alternative teacher preparation pattern is appropriate for statewide application. Information is needed in regard to two types of costs:

1. Developmental costs required to identify and adapt appropriate existing knowledge of teacher competencies for this purpose. Michigan efforts in this regard must include: (a) the identification of specific competencies, (b) a determination of means for assessment supporting certification decisions at three points in time, and (c) an early estimate of developmental costs as these affect the Department of Education, the preparing institutions, and the employing school districts.

2. Program management costs must also be determined prior to implementation of a competency-based program. The additional actions required for the determination of competency at the preparing institution and the employing school districts will represent new cost factors. State costs for program monitoring and management are estimated to be larger since a competency-based system is more complex and will require a different type and level of state program administration.

Recommendations

It is recommended that funds in the amount of $40,000 be provided for a Higher Education Consultant 15 and a secretary responsible for coordinating and expanding the seven model programs currently in operation and developing a specific relationship of these model competency-based programs to Michigan's pupil performance objectives system.

It is recommended that $100,000 be provided to support grants for the expansion of existing competency-based program models with the ultimate objective that of extension of the models to cover all teacher preparation areas and certification levels provided by Michigan's public and private teacher preparation institutions if the experimental programs prove to be cost effective and successful.

STATE APPROVED TEACHER PREPARATION PROGRAMS
IN
MICHIGAN COLLEGES AND UNIVERSITIES

STATE-APPROVED
TEACHER PREPARATION PROGRAMS
in
MICHIGAN COLLEGES AND UNIVERSITIES

Adrian College

LX	Art	M_3 m_3
DA	Biology	M_3 m_3
GH	Bus. Admin.	M_2 m_2
DC	Chemistry	M_3 m_3
DH	Earth Science	GM_3 Gm_3
CA	Economics	M_3 m_3
BA	English	M_3 m_3
FA	French	M_3 m_3
FB	German	M_3 m_3
CC	History	M_3 m_3
CX	Hist. & Pol. Sci.	GM_3 m_3
KH	Home & Family Life	m_3
VH & KH	Home Economics	GM_3 Gm_3
EX	Mathematics	M_3 m_3
JX	Music	M_3 m_3
MB	Phy. Education	M_3 m_3
DE	Physics	M_3 m_3
CD	Political Sci.	M_3 m_3
CE	Psychology	M_2 m_3
DX	Science	GM_3
CX	Social Science	GM_3 Gm_3
CF	Sociology	M_3 m_3
FF	Spanish	M_3 m_3
BD	Speech	M_3 m_3

Albion College

DA	Biology	M_3 m_3
DC	Chemistry	M_2 m_2
BA	English	M_3 m_3
FA	French	M_3 m_3
DH	Geology	M_3 m_3
FB	German	M_3 m_3
CC	History	M_3 m_3
KH & VH	Home Economics	M_3 m_3
FD	Latin	M_2 m_2
EX	Mathematics	M_3 m_3
JX	Music	M_3 m_3
MB	Phy. Education	M_3 m_3
DE	Physics	M_2 m_2
CD	Political Sci.	M_2 m_2
CE	Psychology	m_3
CX	Social Studies	GM_3
FF	Spanish	M_3 m_3
BD	Speech	M_3 m_3
LX	Visual Arts	M_3 m_3

CODING FOR TYPE OF APPROVED PROGRAMS:

M = major
m = minor
GM = group major
Gm = group minor

1 = Elementary
2 = Secondary
3 = Elementary and Secondary

Alma College

LX	Art	M_3 m_3	K-12
DA	Biology	M_3 m_3	
GH	Bus. Admin.	M_2 m_2	
DC	Chemistry	M_3 m_3	
CA	Economics	M_3 m_3	
BA	English	M_3 m_3	
FA	French	M_3 m_3	
FB	German	M_3 m_3	
CC	History	M_3 m_3	
PX	Humanities	Gm_3	
EX	Mathematics	M_3 m_3	
JX	Music	M_3 m_3	K-12
DX	Natural Sci.	Gm_3	
MB	Phy. Education	M_3 m_3	K-12
DE	Physics	M_3 m_3	
CD	Political Sci.	M_3 m_3	
CE	Psychology	M_3 m_3	
CX	Social Science	GM_3 Gm_3	
CF	Sociology	M_3 m_3	
FF	Spanish	M_3 m_3	
BA	Speech & Theater	M_3 m_3	

Andrews University

HX	Agriculture	M_2 m_2
LX	Art	M_3 m_3
LX	Arts & Crafts	GM_1
CM	Behav. Studies	GM_2 Gm_3
DA	Biology	M_3 m_3
GH	Bus. Admin.	M_2 m_2
DC	Chemistry	M_3 m_3
BA	English	M_3 m_3
FA	French	M_3 m_3
DX	General Sci.	GM_3 Gm_1
CB	Geography	m_3
FB	German	M_3 m_3
CC	History	M_3 m_3
KH	Home Economics	M_3 m_3
PX	Humanities	Gm_2
IX	Ind. Education	GM_2 Gm_2
BX	Language Arts	GM_1
ND	Library Science	M_3 m_3
EX	Mathematics	M_3 m_3
JX	Music Edu.	M_3 Gm_1
MB	Phy. Education	M_3 m_3
DE	Physics	M_3 m_3
CD	Political Sci.	M_3 m_3
GI	Secretarial Sci.	M_2 m_2
CX	Social Studies	GM_3 Gm_1
CF	Sociology	m_3
FF	Spanish	M_3 m_3
BD	Speech	M_3 m_3

Aquinas College

GA	Accounting	M_3 m_3
LX	Art	M_3 m_3
DA	Biology	M_3 m_3
GX	Business	M_3 m_3
DC	Chemistry	M_3 m_3
CA	Economics	M_3 m_3
BA	English	M_3 m_3
FA	French	M_3 m_3
CB	Geography	M_3 m_3
FB	German	M_3 m_3
FC	Greek	m_3
CC	History	M_3 m_3
FD	Latin	M_3 m_3
EX	Mathematics	M_3 m_3
JX	Music	M_3 m_3
MB	Phy. Education	m_3
DE	Physics	M_3 m_3
CD	Political Sci.	M_3 m_3
CE	Psychology	M_3 m_3
DX	Science	GM_1
CX	Social Science	GM_1 Gm_1
CF	Sociology	M_3 m_3
FF	Spanish	M_3 m_3
BD	Speech	M_2 m_3

Calvin College

LX	Art	M_3 m_3
DA	Biology	M_3 m_3
DC	Chemistry	M_2 m_2
CA	Economics	M_2 m_2
BA	English	M_3 m_3
OX	Fine Arts	GM_1 Gm_2
FA	French	M_3 m_3
DX	General Science	GM_3 Gm_2
CB	Geography	M_2 m_2
FB	German	M_3 m_3
CC	History	M_3 m_3
PX	Humanities	Gm_2
BX	Language Arts	GM_3 Gm_2
FD	Latin	M_3 m_3
EX	Mathematics	M_3 m_3
JX	Music	M_3 m_3
MB	Phy. Education	M_3 m_3
DE	Physics	M_2 m_2
CD	Political Sci.	M_3 m_3
CE	Psychology	m_2
CX	Social Studies	GM_3 Gm_2
CF	Sociology	m_2
FF	Spanish	M_3 m_3
BD	Speech	M_3 m_3

Central Michigan University

CH	Anthropology	m_3
LX	Art	M_3 m_3
LX	Art-Ind. Edu.	Gm_1
DA	Biology	M_3 m_3
VB & GX	Business	m_2
GX	Bus. Education	M_2 m_2
DC	Chemistry	M_2 m_3

Central Michigan University (cont'd)

ZA	Child Develop.	GM_1
NJ	Conservation	Gm_3
MH	Dance	m_2
DH	Earth Science	M_3 m_3
CA	Economics	M_2 m_3
BA	English	M_3 m_3
BX	English-Speech	GM_1
OX	Fine & App. Arts	Gm_1
FA	French	M_3 m_3
DX	General Science	Gm_2
CB	Geography	M_3 m_3
FB	German	M_3 m_3
MA	Health Education	M_2 m_3
MX	Health & Phy. Ed.	GM_2
MX	Health, Phy. Ed. & Recreation	GM_2
CC	History	M_3 m_3
KH	Home & Fam. Liv.	GM_2 Gm_3
VH & KH	Home Economics	M_3 m_3
VT & IX	Ind. Education	M_2 m_3
CL	Interdisciplinary Study Dev. Nat.	Gm_3
BC	Journalism	M_2 m_2
ND	Library Science	M_3 m_3
EX	Mathematics	M_3 m_3
JX	Music	M_3 m_3
PS	Philosophy	m_1
MB	Phy. Education	M_1 m_3
MX	Phy. Ed. & Rec.	GM_2
DX	Phy. Science	GM_3 Gm_3
DE	Physics	M_2 m_3
CD	Political Sci.	M_2 m_3
CE	Psychology	M_2 m_3
BK BA	Reading	m_2
MD	Recreation	GM_2 Gm_3
FE	Russian	m_2
DX	Science	GM_3
CX	Social Science	GM_3
CF	Sociology	M_2 m_3
FF	Spanish	M_3 m_3
SE	Special Education Emotionally Dist.	GM_1
SA	Mentally Handic.	GM_1
SB	Speech Defective Children	GM_1 M_2
BD	Speech	M_3 m_3

Eastern Michigan University

LX	Art	M_3 m_3
LX	Arts Group	GM_1 Gm_1
DC	Astronomy	m_3
DA	Biology	M_3 m_3
VB & GX	Business Edu.	GM_2 m_2
DC	Chemistry	M_2 m_2
NJ	Conservation	Gm_3
MH	Dance	M_3 m_3
BD	Dramatic Arts	M_3 m_3
BD	Dramatic Arts for Children	m_1

Eastern Michigan University (cont'd)

DH	Earth Science	M_3
CA	Economics	M_2 m_2
DX	Ele. Science	GM_1 Gm_1
BX	English Group	GM_1
BA	English Language	m_3
BX	Eng. Lang.-Lit.	GM_3 m_3
BA	English Lit.	M_3 m_3
FA	French	M_3 m_3
DX	General Science	GM_3 m_3
CB	Geography	M_3 m_3
DH	Geology	M_3 m_3
FB	German	M_3 m_3
MA	Health	m_3
CC	History	M_3 m_3
VH & KH	Home Economics	M_3 m_3
VT & IX	Ind. Education	M_3 m_3
ND	Library Science	M_3 m_3
EX	Mathematics	M_3 m_3
JX	Music Education	M_3 m_3
NU	Occup. Therapy	M_3
PS	Philosophy	m_2
MB	Phy. Education	M_3 m_3
DX	Phy. Science	GM_2
DE	Physics	M_2 m_2
CD	Political Science	M_3 m_3
CE	Psychology	M_2 m_2
MD	Recreation	M_3 m_3
DX	Science Group	GM_3 Gm_3
CX	Social Science	GM_3 Gm_3
CF	Sociology	M_2 m_2
FF	Spanish	M_3 m_3
SL	Special Education Deaf & Hard of Hearing	GM_3
SE	Emotionally Dist.	M_3
SA	Mentally Handic.	M_3
SC	Phy. Handicapped	GM_3
SB	Speech Handic.	GM_3
SK	Visually Handic.	M_3
BD	Speech	M_2 m_2
BD	Speech & Drama.	GM_3 m_3

Ferris State College

GA	Accounting	GM_2
VT	Automotive Serv.	GM_2
DA	Biology	M_2 m_2
VB & GX	Bus. Education	Gm_2
DC	Chemistry	M_2 m_2
MB	Coaching	Gm_2
VD & GM	Distr. Edu.	GM_2
BA	English	m_2
VB & GX	General Business	GM_2
DX	General Science	Gm_2
VT	Heavy Equip. Serv.	GM_2
VT	Ind. Electronics Technology	GM_2
VT	Machine Tool	GM_2
EX	Mathematics	M_2 m_2
DE	Physics	m_2

Ferris State College (cont'd)

VT	Printing	GM_2
VT	Radio-Tele. Serv.	GM_2
VT	Refrigeration, Heating & Air Con.	GM_2
VB & GI	Secretarial Sci.	GM_2
CX	Social Science	Gm_2
VT	Technical Drafting & Tool Design	GM_2
VT	Dental Hygienist	M_2
VT	Dental Assistant	M_2

Grand Valley State College

LX	Art	M_3 m_2
DA	Biology	M_3 m_2
DC	Chemistry	M_3 m_2
DH	Earth Science	M_2 m_2
CA	Economics	m_2
DX	Elementary Sci.	GM_1
BA	English	M_3 m_2
FA	French	M_3 m_2
DX	General Science	GM_3 Gm_2
FB	German	M_3 m_2
CC	History	M_3 m_2
EX	Mathematics	M_3 m_2
JX	Music	M_3 m_2
MB	Phy. Education	M_3 m_2
DE	Physics	M_3 m_2
CD	Political Sci.	m_2
CE	Psychology	m_2
CX	Social Studies	GM_3
CF	Sociology	m_2
FF	Spanish	M_3 m_2
SA	Special Education Mentally Retarded	M_3

Hillsdale College

LX	Art Education	GM_2 Gm_3
DA	Biological Sci.	M_2 m_2
DC	Chemistry	M_2 m_2
ZA	Early Childhood Ed.	M_1 m_1
CA	Economics	M_2 m_2
BA	English	M_3 m_3
OX	Fine Arts	Gm_1
FA	French	M_2 m_3
FB	German	M_2 m_2
MX	Health & Phy. Ed.	GM_2 Gm_3
CC	History	M_3 m_3
BX	Language Arts	GM_2 Gm_2
EX	Mathematics	M_3 m_3
JX	Music Education	GM_2 Gm_3
DX	Physical Science	GM_2 Gm_2
DE	Physics	M_2 m_2
CD	Political Science	M_2 m_2
CE	Psychology	M_2 m_3
DX	Science	GM_1 Gm_1
CX	Social Studies	GM_3 Gm_3
CF	Sociology	M_2 m_3
FF	Spanish	M_2 m_3
BD	Speech	M_2 m_2

Hope College

LX	Art	M_3 m_3
DA	Biology	M_3 m_3
GH	Bus. Admin.	M_2
DC	Chemistry	M_3 m_3
CA	Economics	M_3 m_3
BA	English	M_3 m_3
FA	French	M_3 m_3
FB	German	M_3 m_3
CC	History	M_3 m_3
PX	Humanities	GM_1 Gm_1
BX	Language Arts	GM_1 Gm_1
FD	Latin	M_3 m_3
EX	Mathematics	M_3 m_3
JX	Music	M_3 m_3
MB	Phy. Education	M_3 m_3
DE	Physics	M_3 m_3
CD	Political Sci.	M_3 m_3
CE	Psychology	M_3 m_3
DX	Science	GM_1 Gm_3
CX	Social Studies	GM_1 Gm_3
CF	Sociology	M_3 m_3
FF	Spanish	M_3 m_3
BD	Speech	M_3 m_3

Kalamazoo College

LX	Art	M_2 m_2
DA	Biology	M_2 m_2
DC	Chemistry	M_2 m_2
CA	Economics	M_2 m_2
BA	English	M_2 m_2
BX	Eng-Theatre Arts	GM_2 Gm_2
FA	French	M_2 m_2
DX	General Science	GM_2 Gm_2
FB	German	M_2 m_2
CC	History	M_2 m_2
EX	Mathematics	M_2 m_2
JX	Music	M_2 m_2
MB	Phy. Education	M_2 m_2
DE	Physics	M_2 m_2
CD	Political Sci.	M_2 m_2
CE	Psychology	M_2 m_2
CX	Social Studies	GM_2 Gm_2
CF	Sociology & Anthropology	M_2 m_2
FF	Spanish	M_2 m_2
BD	Speech	M_2 m_2

Madonna College

LX	Art	M_3 m_3
DA	Biology	M_3 m_3
DC	Chemistry	M_3 m_3
BX	Communication Arts	GM_3 Gm_3
BA	English	M_3 m_3
BX	Eng-Journalism	GM_3 Gm_3
BX	Eng-Speech	GM_3 Gm_3
KH	Family Life	m_3
FA	French	M3 m3
CC	History	M_3 m_3
VH & KH	Home Economics	M_3 m_3

Madonna College (cont'd)

KH	Home Economics and Family Life	M_3 m_3
BC	Journalism	m_3
FD	Latin	m_3
EX	Mathematics	M_3 m_3
JX	Music Education	M_3 m_3
DX	Natural Science	GM_3 Gm_3
DE	Physics[1]	m_3
FI	Polish	m_3
CD	Political Science	m_3
DX	Science[2]	GM_3 Gm_3
CX	Social Science	GM_3 Gm_3
CF	Sociology	M_3 m_3
FF	Spanish	M_3 m_3
BD	Speech	m_3

Marygrove College

LX	Art	M_3 m_3
DA	Biology	M_3 m_3
GX	Business	M_2 m_2
DC	Chemistry	M_3 m_3
ZA	Child Study	M_1
CA	Economics	M_3 m_3
BA	English	M_3 m_3
OX	Fine Arts	GM_3 Gm_3
FA	French	M_3 m_3
FB	German	m_3
CC	History	M_3 m_3
KH	Home Economics	M_2 m_2
PX	Humanities	Gm_3
BC	Journalism	M_3 m_3
FD	Latin	M_3 m_3
EX	Mathematics	M_3 m_3
JX	Music	M_3 m_3
DE	Physics	m_2
CD	Political Sci.	M_3 m_3
CD	Psychology	M_2 m_2
DX	Science	GM_3 Gm_3
CX	Social Studies	GM_3 Gm_3
CF	Sociology	M_2 m_2
FF	Spanish	M_3 m_3
	Special Education	
SK	Blind	M_1
SL	Deaf	M_1
SE	Emotion. Dist.	M_1
SA	Ment. Retarded	M_1
SB	Speech Therapy	M_1
BD	Speech & Dramatics	M_3 m_3

Mercy College

LX	Art	M_3 m_3 K-12
DA	Biology	M_3 m_3
DC	Chemistry	M_2 m_2
MH	Dance	m_3
BA	English	M_3 m_3
FA	French	M_3 m_3
DX	General Science	GM_1 Gm_3

Mercy College (cont'd)

FB	German	m_3
CC	History	M_3 m_3
KH	Home & Fam. Living	Gm_3
VH & KH	Home Economics	M_3 m_3
BC	Journalism	m_2
EX	Mathematics	M_3 m_3
CD	Political Sci.	M_2 m_3
CE	Psychology	M_1 m_3
CX	Social Science	GM_1 Gm_3
CF	Sociology	M_3 m_3
FF	Spanish	M_3 m_3
BD	Speech Dramatics	M_3 m_3
CH	Anthropology	m_3

Michigan State University

VA & HX	Agriculture	GM_2 Gm_2
CH	Anthropology	m_2
DX	Applied Science	Gm_2
LX	Art	M_2
LX	Arts & Crafts	m_2
DA	Biological Sci.	Gm_2
DA	Biology	GM_2 Gm_2
VB & GX	Bus. Education	GM_2
GH	Bus. Admin.	m_2
GI	Office Admin.	m_2
GX	Data Management	m_2
GM	Marketing	m_2
DC	Chemistry	M_2 m_2
BD	Communication-Speech	M_2 m_2
MH	Dance	m_2
VD & GM	Distributive Edu.	GM_2
NC	Driver Education	Gm_2
DH	Earth Science	GM_2 Gm_2
CA	Economics	M_2 m_2
BA	English	M_2 m_2
OX	Fine Arts	GM_1 m_1
FA	French	M_3 m_3
DX	General Science	GM_2 Gm_2
CB	Geography	M_2 m_2
FB	German	M_3 m_2
MA	Health Education	M_2 m_2
CC	History	M_2 m_2
VH & KH	Home Economics	M_2
ZA	Child Develop.	M_1
KH	Consumer Edu.	Gm_2
KH	Home & Fam. Life	Gm_2
VT & IX	Industrial Arts	M_2
BC	Journalism	m_2
RY	Language Arts	GM_1 m_1
FD	Latin	M_2 m_2
ND	Library Science	m_3
EX	Mathematics	M_2 m_2
JX	Music	M_2 m_2
JX	Music Theory and Literature	m_2
MB	Phy. Education	M_2 m_2
MB	Coaching (Men)	m_2
DX	Physical Science	GM_2 Gm_2

Michigan State University (cont'd)

DE	Physics	M_2 m_2
CD	Political Science	m_2
CE	Psychology	m_2
FE	Russian	M_2 m_2
DX	Sci.-Mathematics	GM_1 m_1
CX	Social Science	GM_2 Gm_2
CX	Social Studies	GM_1 m_1
CF	Sociology	m_2
FF	Spanish	M_3 m_3
SL	Special Education Deaf	M_1
SE	Emotionally Dist.	M_1
SA	Ment. Retarded	M_1
SC	Phy. Handicapped	M_1
SB	Speech & Hearing Sciences	M_2
SK	Visually Handic.	M_1
BD	Theatre	M_2 m_2

Michigan Technological University

DA	Biology	M_2 m_2
DC	Chemistry	M_2 m_2
EX	Mathematics	M_2 m_2
DE	Physics	M_2 m_2

Nazareth College

LX	Art	M_3 m_2 K-12
DA	Biology	M_3 m_2
DC	Chemistry	M_3 m_2
BA	English	M_3 m_2
FA	French	M_3 m_2
DX	General Science	GM_1 Gm_2
FB	German	m_2
CC	History	M_3 m_2
KH	Home Economics	M_3 m_2
PX	Humanities	m_2
FD	Latin	M_3 m_2
EX	Mathematics	M_3 m_2
JX	Music	M_3 m_2 K-12
MB	Phy. Education	M_3
CD	Political Sci.	m_2
CE	Psychology	m_2
CX	Social Science	GM_1 Gm_2
CF	Sociology	M_3 m_2
FF	Spanish	M_3 m_2
BD	Speech	m_2
BD	Theatre	GM_2

Northern Michigan University

DA	Biology	M_3 m_3
GX	Business Edu.	M_2 m_2
DC	Chemistry	M_3 m_3
NJ	Conservation	m_2
VD & GM	Dist. Education	m_2
CA	Economics	M_2 m_3
BA	English	M_3 m_3

Northern Michigan University (cont'd)

BX	Eng.-Speech	GM_1 Gm_1
OX	Fine Arts	GM_1 Gm_1
FA	French	M_3 m_3
CB	Geography	M_3 m_3
FB	German	M_3 m_3
MX	Health- Phy. Ed.	M_3 m_3 K-12
MX	Health- Phy. Ed.	m_1
CC	History	M_3 m_3
VH & KH	Home Economics Ed.	M_2 m_2 Gm_2
IX	Industrial Ed.	M_2 m_2 Gm_2
EX	Mathematics	M_3 m_3
JX	Music	M_3 m_3 K-12
DE	Physics	M_2 m_3
CD	Political Sci.	M_3 m_3
CE	Psychology	m_2
DX	Science	GM_1 Gm_1
DX	Sci.-Mathematics	GM_1 Gm_1
CX	Social Studies	GM_3 Gm_1
CF	Sociology	M_2 m_3
FF	Spanish	M_3 m_3
SA	Special Education Ment. Retarded	M_1
SB	Speech Pathology	M_3
BD	Speech	M_2 m_3
VT	Trade & Industry	M_2
LX	Visual Arts	M_3 m_3 K-12

Oakland University

DA	Biology	GM_2 Gm_2
DC	Chemistry	M_2 m_2
BA	English	M_2 m_2
FA	French	M_3 m_3
DX	General Science	GM_2 Gm_2
FB	German	M_3 m_2
CC	History	M_2 m_2
BX	Language Arts	GM_1 m_1
FD	Latin	M_2 m_2
EX	Mathematics	M_2 m_2
JX	Music	M_2 m_2
DE	Physics	M_2 m_2
FE	Russian	M_2 m_2
DX	Sci.-Mathematics	GM_1 m_1
CX	Social Science	GM_2 Gm_2
CX	Social Studies	GM_1 m_1
FF	Spanish	M_3 m_3

Olivet College

LX	Art	M_3 m_3
DA	Biology	M_2 m_3
DC	Chemistry	M_2 m_2
CA	Economics	M_2 m_2
BA	English	M_3 m_3
FA	French	M_2 m_3
FB	German	M_2 m_3
CC	History	M_3 m_3
FD	Latin	M_2 m_2
EX	Mathematics	M_2 m_3
JX	Music	M_3 m_3

Olivet College (cont'd)

MB	Phy. Education	M_3 m_3
DE	Physics	M_2 m_2
CD	Political Sci.	M_2 m_3
CE	Psychology	m_2
CX	Social Studies	GM_3 Gm_3
CF	Sociology	m_2
FF	Spanish	M_2 m_3
BD	Speech-Theater	M_3 m_3

Saginaw Valley College

DA	Biology	M_3 m_3
DC	Chemistry	M_3 m_3
BA	English	M_3 m_3
FA	French	M_1 m_1
CC	History	M_3 m_3
CX	Hist. & Soc. Sci.	GM_1 Gm_1
BX	Language Arts	GM_1 Gm_1
EX	Mathematics	M_3 m_3
DE	Physics	M_3 m_3
DX	Sci.-Mathematics	GM_1 Gm_1
CX	Social Science	GM_1 Gm_1

Siena Heights College

LX	Art	M_3 m_3
DA	Biology	M_3 m_3
DC	Chemistry	M_3 m_3
BA	English	M_3 m_3
FA	French	M_3 m_3
FB	German	m_3
FC	Greek	m_3
CC	History	M_3 m_3
KH	Home Economics	M_3 m_3
FD	Latin	M_3 m_3
ND	Library Science	m_3
EX	Mathematics	M_3 m_3
JX	Music	M_3 m_3
DE	Physics	m_3
GI	Secretarial Sci.	m_3
CF	Sociology	M_3 m_3
FF	Spanish	M_3 m_3
BD	Speech & Drama	M_3 m_3

Spring Arbor College

DA	Biology	M_3 m_3
GX	Bus.-Economics	GM_2 Gm_2
DC	Chemistry	M_2 m_2
CA	Economics	m_2
BA	English	M_3
FA	French	m_2
CC	History	M_3 m_3
EX	Mathematics	M_3 m_3
JX	Music	M_3 m_3
MB	Phy. Education	m_3
DE	Physics	m_3
CD	Political Science	m_3
CE	Psychology	m_2

Spring Arbor College (cont'd)

CX	Social Studies	GM_3 Gm_3
CF	Sociology	m_2
FF	Spanish	M_3 m_3
BD	Speech	m_3

University of Detroit

GA	Accounting	M_2 m_2
CL	American Studies	GM_1
LX	Art	M_3 m_3
DA	Biology	M_3 m_3
DC	Chemistry	M_3 m_3
CA	Economics	M_3 m_3
BA	English	M_3 m_3
FA	French	M_3 m_3
GX	General Business	GM_2 Gm_2
DX	General Science	GM_3 Gm_3
FB	German	M_3 m_3
MA	Health Education	m_2
CC	History	M_3 m_3
PX	Humanities	GM_1 Gm_1
BC	Journalism	M_2 m_2
BX	Language Arts	GM_1 Gm_1
FD	Latin	M_3 m_3
EX	Mathematics	M_3 m_3
JX	Music	M_3 m_3
MB	Phy. Education	M_3 m_3
DE	Physics	M_3 m_3
CD	Political Sci.	M_3 m_3
CE	Psychology	m_2
BD	Radio-TV	M_2 m_2
GM	Retail.-Market.	m_2
GI	Secretarial Sci.	m_2
CX	Social Science	GM_3 Gm_3
CF	Sociology	M_2 m_2
FF	Spanish	M_3 m_3
BD	Speech	M_3 m_3
BD	Theatre	M_2 m_2

University of Michigan

CH	Anthropology	M_2 m_2
LX	Art	M_3 m_3 K-12
DA	Biology	GM_3 Gm_3
GX	Business	M_2 m_2
DC	Chemistry	M_3 m_3
NJ	Conservation	M_3 m_3
MH	Dance	M_3 K-12
DH	Earth Science	GM_3 Gm_3
CA	Economics	M_3 m_3
BA	English	M_3 m_3
OX	Fine Arts	GM_1 Gm_1 M_2 m_2
FA	French	M_3 m_3
DX	General Science	GM_3 Gm_3
CB	Geography	M_3 m_3
FB	German	M_3 m_3
FC	Greek	M_3 m_3
MA	Health Edu.	Gm_3
CC	History	M_3 m_3
IX	Industrial Arts	GM_2 Gm_2
FH	Italian	m_3

University of Michigan (cont'd)

BC	Journalism	M_3 m_3
BX	Language & Lit.	GM_1
FD	Latin	M_3 m_3
ND	Library Science	M_3 m_3
EX	Mathematics	M_3 m_3
JX	Music	M_3 m_3 K-12
MB	Phy. Education	M_3 m_3 K-12
DX	Phy. Science	GM_3 Gm_3
DE	Physics	M_3 m_3
CD	Political Sci.	M_3 m_3
CE	Psychology	M_2 m_3
FE	Russian	M_3 m_3
CX	Social Studies	GM_3 Gm_3
CF	Sociology	M_3 m_3
FF	Spanish	M_3 m_3
SL	Special Education Accoustically Handic.	M_3
SE	Emotion. Dist.	M_3
SA	Mentally Handi.	M_3
SC	Phy. Handi.	M_3
SB	Speech Corr.	M_3
SK	Visually Handi.	M_3
BD	Speech	M_3 m_3
VT	Voc. Trade & Ind.	GM_2

Wayne State University

GA	Accounting	M_2 m_2
LX	Applied and Studio Art	M_3 m_3
LX	Art	GM_3 Gm_3
LX	Arts & Crafts	GM_3 Gm_3
LX	Art Education	M_3 m_3
DA	Biological Sci.	GM_3 Gm_3
DA	Biology	M_3 m_3
GX	Business	GM_2 Gm_2
DC	Chemistry	M_3 m_3
VD & GM	Distr. Edu.	GM_2 Gm_2
CA	Economics	M_3 m_3
BA	English	M_3 m_3
KH	Family Life Education	GM_3 Gm_3 M_3 m_3
OX	Fine Arts	M_3 m_3
FA	French	M_3 m_3
VB & GX	General Bus.	M_2 m_2
DX	General Sci.	GM_3 Gm_3
CX	Gen. Soc. Studies	GM_3 Gm_3
CB	Geography	M_3 m_3
DH	Geology-Earth Science	M_3 m_3
FB	German	M_3 m_3
MX	Health-Phy. Ed.	GM_3 Gm_3
CC	History	M_3 m_3
VH & KH	Home Economics	M_3 m_3
PX	Humanities	GM_3 Gm_3
IX	Ind. Edu.	GM_2 Gm_2 M_2 m_2
BC	Journalism	M_3 m_3
FD	Latin	M_3 m_3
ND	Library Science	M_3 m_3
BA	Literature	M_3 m_3

Wayne State University (cont'd)

GX	Management	M_2 m_2
GM	Marketing	M_2 m_2
EX	Mathematics	M_3 m_3
JX	Music-Instru.	M_3 m_3
JX	Music-Vocal	M_3 m_3
DX	Phy. Science	GM_3 Gm_3
DE	Physics	M_3 m_3
CD	Political Sci.	M_3 m_3
CE	Psychology	M_3 m_3
FE	Russian	M_3 m_3
CF	Sociology	M_3 m_3
FF	Spanish	M_3 m_3
	Special Education	
SC	Crip. & Orthop. Handicapped	GM_3 Gm_3
SL	Deaf & Hard of Hearing	GM_3 Gm_3
SE	Emotion. Dist.	GM_3 Gm_3
SA	Mentally Retard.	GM_3 Gm_3
SE	Soc. Maladj.	GM_3 Gm_3
SS	Special Health Problems	GM_3 Gm_3
SB	Speech Handic.	GM_3 Gm_3
SK	Visually Handic.	GM_3 Gm_3
BD	Speech	M_3 m_3
VT	Voc. Edu.	M_2 m_2
NH	Learning Disab.	GM_3 Gm_3

Western Michigan University

CL	African Studies	Gm_3
HX	Agriculture	M_2 m_2
CL	American Studies	GM_3
CH	Anthropology	M_3 m_3
LX	Art	GM_3 Gm_3
CL	Asian Studies	Gm_3
DA	Biology	M_3 m_3
VB & GX	Business Edu.	M_2 m_2
DC	Chemistry	M_3 m_3
VD & GM	Distri. Edu.	M_2 m_2
DH	Earth Science	M_3 m_3
CA	Economics	M_3 m_3
BA	English	M_3 m_3
FA	French	M_3 m_3
GX	General Business	m_2
CB	Geography	M_3 m_3
FB	German	M_3 m_3
MA	Health Edu.	Gm_3
MX	Health Phy. Ed. & Rec.	GM_3 Gm_3
CC	History	M_3 m_3
VH & KH	Home Economics	M_2 m_2
	Industrial Arts	
VT & IX	Automotive	M_2 m_2
VT & IX	Drafting	M_2 m_2
VT & IX	Electricity-Electronics	M_2 m_2
VT & IX	Graphic Arts	M_2 m_2
VT & IX	Metal Working	M_2 m_2
VT & IX	Woodworking	M_2 m_2
OX	Integrated Creative Arts	Gm_1

Western Michigan University (cont'd)

FD	Latin	M_2 m_2
CL	Latin Am Studies	Gm_3
ND	Library Science	m_3
EX	Mathematics	M_3 m_3
JX	Music	M_1 m_3
JX	Music Edu.	M_2
MB	Phy. Education	M_3 m_3
MB	Aquatics	M_3
MB	Coaching	m_2
MH	Dance	M_3 m_3
MD	Recreation	M_3 m_3
MB	Swimming	m_3
DE	Physics	M_3 m_3
CD	Political Sci.	M_3 m_3
CE	Psychology	M_2 m_2
FE	Russian	M_3 m_3
DX	Science	GM_3 Gm_3
CL	Slavic Studies	Gm_3
CX	Social Science	GM_3 Gm_3
CF	Sociology	M_3 m_3
FF	Spanish	M_3 m_3
	Special Education	
SK	Blind	M_3
SC	Crippled and Homebound	M_3
SE	Emotion. Dist.	M_3
SA	Ment. Handi.	M_3
SB	Speech Pathology and Audiology	M_1
BD	Speech	M_3 m_3
MB	P. E. for Exceptional Child	m_3

CERTIFICATE APPROVED PROGRAM AREAS

CERTIFICATE APPROVED PROGRAM AREAS

Accounting - GA

Aquinas College
Ferris State College
University of Detroit
Wayne State University

Agriculture - HX

Andrews University
Michigan State University
Western Michigan University

Anthropology - CH

Central Michigan University
Mercy College
Michigan State University
University of Michigan
Western Michigan University

Art - LX

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College
Michigan State University
Nazareth College
Northern Michigan University
Olivet College
Siena Heights College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Astronomy - DO

Eastern Michigan University

Behavorial Studies - CM

Andrews University

Biology - DA

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College

Biology - DA (cont'd.)

Central Michigan University
Eastern Michigan University
Ferris State College
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College
Michigan State University
Michigan Technological Univ.
Nazareth College
Northern Michigan University
Oakland University
Olivet College
Saginaw Valley College
Siena Heights College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Business Administration - GH

Adrian College
Alma College
Hope College
Michigan State University

Business Education - GX

Andrews University
Aquinas College
Central Michigan University
Eastern Michigan University
Ferris State College
Marygrove College
Michigan State University
Northern Michigan University
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Chemistry - DC

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Ferris State College
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College

Chemistry - DC (cont'd)

Michigan State University
Michigan Technological Univ.
Nazareth College
Northern Michigan University
Oakland University
Olivet College
Saginaw Valley College
Siena Heights College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Cultural Studies - CL

Central Michigan University
University of Detroit
Western Michigan University

Dance - MH

Central Michigan University
Eastern Michigan University
Mercy College
Michigan State University
University of Michigan
Western Michigan University

Distributive Education - GM

Ferris State College
Michigan State University
Northern Michigan University
Wayne State University
Western Michigan University

Driver and Safety Education - NC

Michigan State University

Early Childhood - ZA

Central Michigan University
Hillsdale College
Marygrove College
Michigan State University

Economics - CA

Adrian College
Alma College
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Marygrove College
Michigan State University
Northern Michigan University
Olivet College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

English - BA

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Ferris State College
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College
Michigan State University
Nazareth College
Northern Michigan University
Oakland University
Olivet College
Saginaw Valley College
Siena Heights College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Environmental Studies - NU

Central Michigan University
Eastern Michigan University
Northern Michigan University
University of Michigan

Fine Arts - OX

Calvin College
Central Michigan University
Hillsdale College
Marygrove College
Michigan State University
Northern Michigan University
University of Michigan
Wayne State University
Western Michigan University

French - FA

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College
Michigan State University
Nazareth College
Northern Michigan University
Oakland University
Olivet College
Saginaw Valley College
Siena Heights College

French - FA (cont'd)

Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Geography - CB

Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Michigan State University
Northern Michigan University
University of Michigan
Wayne State University
Western Michigan University

Geology-Earth Science - DH

Adrian College
Albion College
Central Michigan University
Eastern Michigan University
Grand Valley State College
Michigan State University
University of Michigan
Wayne State University
Western Michigan University

German - FB

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Marygrove College
Mercy College
Michigan State University
Nazareth College
Northern Michigan University
Oakland University
Olivet College
Siena Heights College
University of Michigan
Wayne State University
Western Michigan University

Greek - FC

Aquinas College
Siena Heights College
University of Detroit
University of Michigan

Health - MA

Central Michigan University
Eastern Michigan University
University of Michigan
Western Michigan University

Health-Phys Ed-Recreation - MX

Central Michigan University
Hillsdale College
Michigan State University
Northern Michigan University
University of Detroit
Wayne State University
Western Michigan University

History - CC

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College
Michigan State University
Nazareth College
Northern Michigan University
Oakland University
Olivet College
Saginaw Valley College
Siena Heights College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Home Economics - KH

Adrian College
Albion College
Andrews University
Central Michigan University
Eastern Michigan University
Madonna College
Marygrove College
Mercy College
Michigan State University
Nazareth College
Northern Michigan University
Siena Heights College
Wayne State University
Western Michigan University

Humanities - PX

Alma College
Andrews University
Calvin College
Hope College
Marygrove College
Nazareth College
University of Detroit
Wayne State University

Italian - FH

University of Michigan

Industrial Arts - IX

Andrews University
Central Michigan University
Eastern Michigan University
Michigan State University
Northern Michigan University
University of Michigan
Wayne State University
Western Michigan University

Journalism - BC

Central Michigan University
Madonna College
Marygrove College
Mercy College
Michigan State University
University of Detroit
University of Michigan
Wayne State University

Language Arts - BX

Andrews University
Calvin College
Hillsdale College
Hope College
Madonna College
Michigan State University
Oakland University
Saginaw Valley State College
University of Detroit
University of Michigan

Latin - FD

Albion College
Aquinas College
Calvin College
Hope College
Madonna College
Marygrove College
Michigan State University
Nazareth College
Oakland University
Olivet College
Siena Heights College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Learning Disabilities - NH

Wayne State University

Library Science - ND

Andrews University
Central Michigan University
Eastern Michigan University
Michigan State University
Siena Heights College
University of Michigan
Wayne State University
Western Michigan University

Mathematics - EX

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Ferris State College
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College
Michigan State University
Michigan Technological Univ.
Nazareth College
Northern Michigan University
Oakland University
Olivet College
Saginaw Valley College
Siena Heights College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Music - JX

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Michigan State University
Nazareth College
Northern Michigan University
Oakland University
Olivet College
Siena Heights College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Occupational Therapy - NU

Eastern Michigan University

Philosophy - PS

Central Michigan University
Eastern Michigan University

Physical Education - MB

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Ferris State College
Grand Valley State College
Hope College
Kalamazoo College
Michigan State University
Nazareth College
Olivet College
Spring Arbor College
University of Detroit
University of Michigan
Western Michigan University

Physics - DE

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Ferris State College
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Michigan State University
Michigan Technological Univ.
Northern Michigan University
Oakland University
Olivet College
Saginaw Valley College
Siena Heights College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Polish - FJ

Madonna College

Political Science - CD

Adrian College
Albion College
Alma College
Andrews College
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College

Political Science - CD (cont'd)

Michigan State University
Nazareth College
Northern Michigan University
Olivet College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Psychology - CE

Adrian College
Albion College
Alma College
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Marygrove College
Mercy College
Michigan State University
Nazareth College
Northern Michigan University
Olivet College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Recreation - MD

Central Michigan University
Eastern Michigan University
Western Michigan University

Russian - FE

Central Michigan University
Michigan State University
Oakland University
University of Michigan
Wayne State University
Western Michigan University

Science - DX

Adrian College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Ferris State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College
Michigan State University
Nazareth College
Northern Michigan University
Oakland University

Science - DX (cont'd)

Saginaw Valley College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Secretarial Science - GI

Andrews University
Ferris State College
Siena Heights College
University of Detroit

Social Science - CX

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Ferris State College
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College
Michigan State University
Nazareth College
Northern Michigan University
Oakland University
Olivet College
Saginaw Valley College
Spring Arbor College
University of Detroit
University of Michigan
Western Michigan University

Sociology - CF

Adrian College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College
Michigan State University
Nazareth College
Northern Michigan University
Olivet College
Siena Heights College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Spanish - FF

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Grand Valley State College
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College
Michigan State University
Nazareth College
Northern Michigan University
Oakland University
Olivet College
Siena Heights College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

Speech - BD

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
Hillsdale College
Hope College
Kalamazoo College
Madonna College
Marygrove College
Mercy College
Michigan State University
Nazareth College
Northern Michigan University
Olivet College
Siena Heights College
Spring Arbor College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

SPECIAL EDUCATION

Education of the Blind - SK

Eastern Michigan University
Marygrove College
Michigan State University
University of Michigan
Wayne State University
Western Michigan University

Education of the Deaf - SL

Eastern Michigan University
Marygrove College
Michigan State University
University of Michigan
Wayne State University

Emotionally Disturbed - SE

Central Michigan University
Eastern Michigan University
Marygrove College
Michigan State University
University of Michigan
Wayne State University
Western Michigan University

Mentally Handicapped - SA

Central Michigan University
Eastern Michigan University
Grand Valley State College
Marygrove College
Michigan State University
Northern Michigan University
University of Michigan
Wayne State University
Western Michigan University

Orthopedically Handicapped - SC

Eastern Michigan University
Michigan State University
University of Michigan
Western Michigan University

Special Health Problems - SS

Wayne State University

Speech Correction - SB

Central Michigan University
Eastern Michigan University
Marygrove College
Michigan State University
Northern Michigan University
University of Michigan
Wayne State University
Western Michigan University

VOCATIONAL EDUCATION

Agriculture - VA

Michigan State University

Business Education - VB

Central Michigan University
Eastern Michigan University
Ferris State College
Michigan State University
Wayne State University
Western Michigan University

Distributive Education - VD

Ferris State College
Michigan State University
Northern Michigan University
Wayne State University
Western Michigan University

Home Economics - VH

Adrian College
Albion College
Central Michigan University
Eastern Michigan University
Madonna College
Mercy College
Michigan State University
Northern Michigan University
Wayne State University
Western Michigan University

Vocational Technical - VT

Central Michigan University
Eastern Michigan University
Ferris State College
Michigan State University
Northern Michigan University
University of Michigan
Wayne State University
Western Michigan University

TEACHER PREPARATION REPORT LIST

1. Position Statement on:
   - A System of Fees for Teacher Certification
   - A Performance-Based Certification System
   - A Professional Development Program for Teachers
   - A Professional Commission on Teacher Preparation and Practice

2. Permits, Work Stoppages and the Public Schools

3. Supply and Demand for Teachers in Michigan until 1980

4. Rules Governing the Certification of Michigan Teachers

5. A Manual of Instructions for Preparing Teacher Certificate Recommendations

6. Teacher Education Manual 1970

7. Report of Provisional Certificates Issued 1970-71

8. Report of Provisional Certificates Issued 1971-72

9. Professional Personnel in Michigan Public Schools 1968-69 - Overview by Selected Data

10. Professional Personnel in Michigan Public Schools 1968-69 - Assignment Patterns

11. Professional Personnel in Michigan Public Schools 1967-68 - County Teacher Profiles

Administrative Rules Governing the Certification of Michigan Teachers

Michigan Department of Education

FOREWORD

The State Board of Education adopted a new Certification Code in 1967 replacing one that had been unchanged for many years. The 1973 revisions in the Code reflect the most recent effort to meet Michigan's needs following a study which began shortly after adoption of the 1967 Code. That study focused on the need to adapt this series of administrative rules to new needs, to reduce technical problems encountered in the 1967 version, and to produce a single set of consistent administrative rules governing the certification of all teachers, including vocational teachers.

Appreciation is extended to the many persons who gave of their time and energy for the deliberations preceding completion of these revisions. Special recognition is due members of the Advisory Council for Teacher Preparation and Professional Development for their efforts on behalf of improvements in Michigan's teacher certification administrative rules.

John W. Porter

Superintendent of Public Instruction

1973

TABLE OF CONTENTS

ADMINISTRATIVE RULES GOVERNING
THE CERTIFICATION OF MICHIGAN TEACHERS

Page

PART 1. GENERAL PROVISIONS

R 390.1101. Definitions 1
R 390.1105. Persons required to hold certificates or permits 2
R 390.1111. Equality of opportunity 2
R 390.1115. Applications and credits 3
R 390.1117. Certificate restrictions and expiration 3

PART 2. STATE PROVISIONAL CERTIFICATES

R 390.1121. General provisions 3
R 390.1122. General education and substantive fields 3
R 390.1123. Professional education 3
R 390.1124. Scholastic averages and directed teaching 4
R 390.1125. Degrees and recommendations 4
R 390.1126. State elementary provisional certificates 4
R 390.1127. State secondary provisional certificates 4
R 390.1128. Additional majors and minors 5
R 390.1129. Certificate endorsements 5
R 390.1129a. Procedures at expiration of provisional certificates 5
R 390.1130. Reciprocity 5

PART 3. STATE CONTINUING CERTIFICATES

R 390.1131. Rescinded 1973 (See R 390.1129a) 6
R 390.1132. State elementary and secondary continuing certificates . . . 6
R 390.1133. State elementary and secondary 30-hour continuing certificates 6
R 390.1134. Validity 6

PART 4. STATE SPECIAL PERMITS

R 390.1141. General provisions 7
R 390.1142. Full-year special permits 7
R 390.1143. Substitute permits 7
R 390.1144. Substitute permits; renewal 7
R 390.1145. Permits in emergency situations 8

PART 5. EDUCATIONAL INSTITUTIONS

R 390.1151. Approved teacher education institutions 8
R 390.1152. Same; equivalence option 8
R 390.1153. Same; experimental programs 9
R 390.1154. Out of state institutions 9
R 390.1155. Non-teacher education institutions 9
R 390.1156. Correspondence credits 9

PART 6. VOCATIONAL ENDORSEMENT AND AUTHORIZATION

R 390.1161. State secondary provisional certification with vocational endorsement 9
R 390.1162. State secondary continuing certification with vocational endorsement 10
R 390.1163. Temporary vocational authorization 10
R 390.1164. Full vocational authorization 10

Page

R 390.1165. Annual vocational authorization 10
R 390.1166. Credit from institutions not designated for preparation of vocational teachers 11
R 390.1167. Instructional programs leading to state or federal license . . 11

PART 7. CERTIFICATION OF TEACHERS UNTIL 1970

R 390.1171-R 390.1179. Expired 1970 11

PART 8. CERTIFICATION OF CERTAIN TEACHERS UNTIL 1976

R 390.1181. State permanent certificates; elementary 11
R 390.1182. State permanent certificates; secondary 11
R 390.1183. State permanent certificates; general provisions 12
R 390.1184. State limited renewal certificates; 3-year 12
R 390.1185. State limited renewal certificates; 1-year 12
R 390.1186. County limited renewal certificates; 2-year 13
R 390.1187. County limited renewal certificates; 1-year 13
R 390.1188. Limited renewal certificates; renewal 13
R 390.1189. Expiration of part 8 13

APPENDIX A--EXCERPTS OF LEGAL PROVISIONS GOVERNING CERTIFICATION OF TEACHERS 14

ADMINISTRATIVE RULES GOVERNING THE CERTIFICATION OF MICHIGAN TEACHERS

Effective January 18, 1973

(By authority conferred on the state board of education by section 10 of Act No. 287 of the Public Acts of 1964, as amended, and sections 9 and 302 of Act No. 380 of the Public Acts of 1965, being sections 388.1010, 16.109 and 16.402 of the Compiled Laws of 1948.)

Rules 1, 5, 15, 23, 24, 26, 27, 29, 30, 32, 33, 34, 41, 51, 52 and 54 of the rules entitled "Teacher Certification Code", being R 390.1101, R 390.1105, R 390.1115, R 390.1123, R 390.1124, R 390.1126, R 390.1127, R 390.1129, R 390.1130, R 390.1132, R 390.1133, R 390.1134, R 390.1141, R 390.1151, R 390.1152 and R 390.1154 of the Michigan Administrative Code, rules 1, 5, 15, 23, 24, 26, 27, 29, 30, 32, 33, 34, 51, 52 and 54 appearing on pages 4234 to 4240 of the 1967 Annual Supplement to the Code, and rule 41 appearing on page 4741 of the 1968 Annual Supplement to the Code are amended, and rules 29a, 45 and 61 to 67, being R 390.1129a, R 390.1145, R 390.1161 to R 390.1167, are added to read as hereinafter provided.

The rules of the state board of education entitled "Plan for the Certification of Teachers and Coordinators of Trade and Industrial Education", "Plan for the Certification of Teachers and Coordinators of Business Education", "Plan for the Certification of Teachers of Vocational Agriculture", and "Plan for the Certification of Teachers of Vocational Homemaking", being R 390.571 to R 390.603 of the 1954 Michigan Administrative Code, and appearing on pages 4014 to 4019 of the 1954 Administrative Code; rules 2 to 5, 103, 123, 124 and 133 of the rules entitled "Reimbursed Programs of Vocational-Technical Education", being R 395.232 to R 395.235, R 395.333, R 395.353, R 395.354 and R 395.363 of the Michigan Administrative Code and appearing on pages 4247, 4268 and 4270 to 4272 of the 1967 Annual Supplement to the Code; and rule 31 of the "Teacher Certification Code", being R 390.1131 of the Michigan Administrative Code and appearing on page 4237 of the 1967 Annual Supplement to the Code are rescinded.

R 390.571 to R 390.603. Rescinded
R 395.232 to R 395.235. Rescinded
R 395.333. Rescinded
R 395.353. Rescinded
R 395.354. Rescinded
R 395.363. Rescinded
R 390.1131. Rescinded

PART 1. GENERAL PROVISIONS

R 390.1101. Definitions.

Rule 1. As used in this code:

(a) "Elementary school" means a school which includes grades kindergarten to 9.

(b) "Secondary school" means a school which includes grades 7 to 12.

(c) "Sponsoring institution" means a higher education institution approved for teacher education by the state board and which is willing to make recommendations as to applicants for the several certificates provided for in this code.

(d) "State board" means the state board of education.

(e) "Substantive field" means courses in areas other than professional preparation courses in education or courses of content or methods related to the preparation of teachers.

(f) "Satisfactory college credit" means an average grade of "C" or its equivalent.

(g) "Certificate endorsement" means the extension of the grade level validity of an existing elementary or secondary certificate or the completion of a planned program in an area of specialization. The intent of the endorsement program is to permit a person with a secondary certificate to obtain an endorsement at a level other than secondary and to permit a person with an elementary certificate to obtain an endorsement in another area or level other than elementary.

(h) "Early childhood certificate endorsement" means an authorization to teach in any school program preceding or including kindergarten.

(i) "General elementary certificate endorsement" means an authorization to teach in grades kindergarten to 6.

(j) "Middle school certificate endorsement" means an authorization to teach in grades 5 to 9.

(k) "Secondary certificate endorsement" means an authorization to teach in grades 10 to 12.

HISTORY: Add. 1967; Am. 1973.

R 390.1105. Persons required to hold certificates or permits.

Rule 5. (1) A person employed in an elementary or secondary school with instructional responsibilities shall hold a certificate, permit or vocational authorization valid for the positions to which he is assigned.

(2) A teacher aide, classroom assistant, secretary to instructional personnel or other paraprofessional person legally employed in a non-instructional capacity need not be certificated as a teacher.

(3) A student enrolled for student teaching or internship credit at an approved teacher education institution need not hold a teaching certificate but shall be certified by such teacher education institution to the state board as enrolled for student teaching. The certificate shall include the initial and final dates of the assignment and the name of the school to which the student is assigned. Upon filing such certificate with the state board, persons assigned school duties by a board of education shall be considered as lawfully exercising such duties.

(4) A full-time teacher of a day school program reimbursed from vocational education funds (agriculture, business, homemaking, trade and industrial), shall meet the minimum qualifications for endorsement or authorization in the particular vocational education field as specified by the state board.

(5) A teacher in a reimbursed program in special education, shall meet the minimum qualifications for certification when required by law in the particular special education field as specified by the state board.

(6) A previously issued certificate retains its original designation and validity. A permanent certificate continues as a permanent certificate.

HISTORY: Add. 1967; Am. 1973.

R 390.1111. Equality of opportunity.

Rule 11. (1) The state board holds that segregation of students at any level in educational programs seriously interferes with the achievement of equal opportunity guarantees of this state and that segregated schools fail to provide maximum opportunity for the full development of human resources in a democratic society. Therefore, it directs each Michigan institution of higher education approved for the preparation of teachers to provide an opportunity for prospective teachers to: (a) understand the effect of discrimination on minority groups as well as on the majority; and, (b) be educated in integrated teacher education programs so that in their professional careers they will be able to further achievement of the equal opportunity guarantees of this state.

(2) An applicant for provisional certification shall show an awareness that Michigan's constitution and laws guarantee the right to equal educational opportunity without discrimination because of race, religion, color, or national origin.

(3) Such an applicant holds an important responsibility for creating a climate for learning based upon the practice of, and an understanding of, equality of educational opportunity in its fullest sense.

(4) Such an applicant who is otherwise qualified shall not be denied the right to be certified by the state board, to receive training for the purpose of becoming a teacher or to engage in practice teaching in any school, on the grounds he is blind, deaf, or physically handicapped

in some other manner. A school district shall not refuse to engage a teacher on such grounds, if such a handicapped teacher is able to carry out the duties of the position for which he applies in the school district.

HISTORY: Add. 1967.

R 390.1115. Applications and credits.

Rule 15. (1) The application for a certificate or permit shall be directed to the state board of education, Lansing, Michigan, presented on a form supplied or approved by the state board.

(2) Credits toward certification shall be completed through an approved teacher education institution, or accepted in transfer by such an institution, and shall be acceptable toward requirements for a provisional teaching certificate and a bachelor's or higher degree. The state board reserves the right to determine the acceptability of credits presented for certification from approved teacher education institutions located in other states.

HISTORY: Add. 1967; Am. 1973.

R 390.1117. Certificate restrictions and expiration.

Rule 17. (1) A certificate and a permit have certain restrictions as to the nature of teaching for which the holder may be employed. The applicant and the employer shall be thoroughly familiar with the specific provisions regarding the validity of the several certificates.

(2) All certificates and permits expire on June 30 of the expiration year indicated on the certificate or permit.

HISTORY: Add. 1967.

PART 2. STATE PROVISIONAL CERTIFICATES

R 390.1121. General provisions.

Rule 21. (1) A qualified person shall complete an application for provisional certification within 5 years after certification requirements have been met.

(2) The requirements in this part of the code for the several certificates are minimum requirements.

(3) The provisions of this part are mandatory for all persons enrolled in teacher education institutions in this state after July 1, 1970.

HISTORY: Add. 1967.

R 390.1122. General education and substantive fields.

Rule 22. (1) An applicant for a provisional certificate shall demonstrate that he has an acquaintance with the substance, concepts, and methods of the principal areas of human knowledge, and skills essential to communication and inquiry in modern society. He shall present evidence that he has completed not less than 40 semester hours in a program of general or liberal education.

(2) An applicant shall present evidence of completion of a program providing for depth in any substantive field he proposes to teach. At the secondary level, such specialization is ordinarily initiated by completing a major in a specific field or in closely allied fields. At the elementary level, responsibility for introducing pupils to many areas of human knowledge or inquiry shall not deprive the prospective teacher of the opportunity to develop a degree of specialization in a particular substantive field. Therefore, the applicant shall present evidence that he has begun to master a substantive field and is able because of his teaching skills to stimulate students to seek more knowledge and understanding.

HISTORY: Add. 1967.

R 390.1123. Professional education.

Rule 23. (1) An applicant shall present evidence that he has completed 20 semester hours of theoretical and practical knowledge in the following fields:

(a) How human beings grow and how they learn.
(b) The structure, function and purposes of educational institutions in our society.
(c) The methods and materials of instruction appropriate to the elementary or secondary level.
(2) The applicant shall present evidence that he has participated under institutional supervision for a minimum of 6 semester hours (of the 20) in directed teaching at the level for which the certificate is granted.
HISTORY: Add. 1967; Am. 1973.

R 390.1124. Scholastic averages and directed teaching.

Rule 24. (1) An applicant for an elementary or secondary provisional certificate shall have satisfactory college credits prior to assignment to directed teaching. An applicant, to qualify for a certificate, shall obtain satisfactory college credit in directed teaching. An applicant shall have satisfactory college credit in the required hours for each successive certificate.
(2) For certification purposes, a minimum of 30 clock hours of responsible classroom teaching and observation under the supervision of a sponsoring institution is equivalent to 1 semester hour of credit in directed teaching.
(3) The directed teaching requirement for the initial elementary or secondary provisional certificate may be waived in full or in part for an experienced teacher as follows:
(a) For an applicant with an earned master's degree or higher degree and 3 years of successful teaching experience at the appropriate level, together with a recommendation from the school superintendent and the sponsoring institution regarding the certificate, the complete requirement of 6 semester hours may be waived.
(b) For an applicant with less than an earned master's degree but with 5 years of successful teaching experience at the appropriate level, together with a recommendation from the school superintendent and the sponsoring institution regarding the certificate, the complete requirement of 6 semester hours may be waived.
HISTORY: Add. 1967; Am. 1973.

R 390.1125. Degrees and recommendations.

Rule 25. (1) An applicant for a provisional certificate shall have been granted a bachelor's degree from a Michigan college or university approved for teacher education by the state board. Degree requirements for an out-of-state applicant are determined by the out-of-state institution as described in rule 30.
(2) The sponsoring institution shall make recommendation concerning all certificates.
HISTORY: Add. 1967.

R 390.1126. State elementary provisional certificates.

Rule 26. (1) A state elementary provisional certificate may be issued to an applicant who presents evidence that he has completed 1 of the following requirements:
(a) A major of at least 30 semester hours or a group major of 36 semester hours, and a planned program of 20 semester hours in other substantive fields deemed appropriate to elementary education.
(b) Three minors of at least 20 semester hours each, 2 of which shall be in substantive fields which may include a group minor of 24 semester hours, and 1 of which may be a planned program of 20 semester hours in a combination of methods and content appropriate to elementary education.
(2) A state elementary provisional certificate is valid for teaching all subjects in grades kindergarten to 8, and in subject matter areas in grade 9, in which the applicant has completed a major or minor. It is valid for 6 years.
HISTORY: Add. 1967; Am. 1973.

R 390.1127. State secondary provisional certificates.

Rule 27. (1) A state secondary provisional certificate may be issued to an applicant who presents evidence that he has completed the following requirements:
(a) A major of at least 30 semester hours or a group major of 36 semester hours.
(b) A minor of 20 semester hours or a group minor of 24 semester hours.

(2) A state secondary provisional certificate is valid for teaching all subjects in grades 7 and 8, and in subject matter areas in grades 9 to 12 in which the applicant has completed a major or minor. It is valid for 6 years.

HISTORY: Add. 1967; Am. 1973.

R 390.1128. Additional majors and minors.

Rule 28. A person already certificated who wishes to qualify for a new major or minor may combine credit already earned with additional credit to bring the total up to the minimum for a major or a minor as specified in this code. The additional major or minor is to be recommended by a sponsoring institution in the same manner as the original provisional or permanent certificate and is to be recorded on a form certifying supplementary majors or minors.

HISTORY: Add. 1967.

R 390.1129. Certificate endorsements.

Rule 29. (1) The holder of a provisional or continuing certificate (elementary or secondary) may qualify for a certificate endorsement by presenting evidence that he has completed 1 of the following planned programs with a minimum of 18 semester hours: early childhood, general elementary, middle school or areas appropriate to the secondary grades. When the planned program is completed following the issuance of the initial provisional state certificate, the person may apply the credit on the requirements for the continuing certificate.

(2) The holder of a provisional or continuing certificate (elementary or secondary) may qualify at a new certificate level (elementary or secondary) by presenting evidence that he has completed a minimum 12 semester hour planned program appropriate to the new certificate level. The applicant qualifying for the new certificate shall present evidence that he has a distribution of majors and minors appropriate to teaching at that new level. When directed teaching at the new level is required, the minimum of 2 years of successful teaching experience at the appropriate level as determined by the state board may be substituted for the requirement. Credit completed in qualifying at a new certificate level may be applied on the requirements for the continuing certificate.

(3) A Michigan institution approved for teacher education or an institution out of this state as authorized by subdivision (c) of subrule (1) of rule 32 may recommend the additional certificate endorsement.

HISTORY: Add. 1967; Am. 1973.

R 390.1129a. Procedures at expiration of provisional certificates.

Rule 29a. (1) To be qualified for teaching at expiration of an elementary or secondary provisional certificate, an applicant shall qualify within the provisional period for a continuing certificate. If the applicant does not so qualify, a 3-year renewal of the provisional certificate may be granted if the applicant presents evidence that he has completed 10 semester hours of credit since issuance of the provisional certificate or that he holds an earned master's or doctor's degree. A second 3-year renewal may be granted if the applicant presents evidence that he has earned 18 semester hours after issuance of the provisional certificate in a planned course of study applicable toward requirements for a continuing certificate or that he holds an earned master's or doctor's degree.

(2) The sponsoring institution shall make recommendation concerning the certificate.

HISTORY: Add. 1973.

R 390.1130. Reciprocity.

Rule 30. The state board may issue a provisional certificate to a person who has, or who is reported eligible for, a teaching certificate issued by the certificating authority of any other state in which requirements for certification are deemed equivalent to those in effect in this state. The state board may enter into written agreements with the states for the mutual acceptance of 1 or more types of teaching certificates issued by each state. The department of education shall publish and distribute annually a list of states with which reciprocity agreements are signed, or whose certificates are accepted in such manner.

HISTORY: Add. 1967; Am. 1973.

PART 3. STATE CONTINUING CERTIFICATES

R 390.1131. Rescinded 1973 (See R 390.1129a).

R 390.1132. State elementary and secondary continuing certificates.

Rule 32. (1) A state elementary or secondary continuing certificate may be issued to an applicant who presents evidence that he has completed the following requirements:

(a) He has taught successfully for 3 years according to the validity of his provisional certificate and since the issuance of the provisional certificate, as determined by the state board upon recommendation of the sponsoring institution and the local school district.

(b) He has earned 18 semester hours after the issuance of the state provisional certificate in a planned course of study. This advanced course of study is applicable to the applicant's professional development as determined by the state board upon recommendation of the sponsoring institution, and if appropriate, the local school district. A person with an earned master's or higher degree is not required to complete the 18 semester hour planned program.

(c) A continuing certificate may be recommended by a teacher education institution out of this state accredited by a national teacher accreditation agency approved by the state board provided that credits comprising a planned course of study are applicable toward a master's or higher degree at the institution.

(2) This rule is mandatory for all persons seeking certification after July 1, 1976.

HISTORY: Add. 1967; Am. 1973.

R 390.1133. State elementary and secondary 30-hour continuing certificates.

Rule 33. (1) A state elementary or secondary continuing certificate is not required but is available to the teacher who qualifies and requests it.

(2) This certificate may be issued to an applicant who presents evidence that he has completed the following requirements:

(a) He has taught successfully for 3 years, under the terms of his provisional, continuing or permanent certificate as determined by the state board upon recommendation of the sponsoring institution and the local school district.

(b) Thirty semester hours in a planned course of study beyond the bachelor's degree or that he holds a master's degree. This advanced course of study is applicable to the applicant's professional development and shall consist of a planned program contributing specifically to his professional improvement as determined by the state board upon recommendation of the sponsoring institution.

(c) When recommendation for this certificate is made by an institution which is located out of this state and accredited by a national teacher accreditation agency approved by the state board, the credits comprising a planned course of study shall be applicable on a master's or higher degree at the institution.

HISTORY: Add. 1967; Am. 1973.

R 390.1134. Validity.

Rule 34. (1) A permanent or continuing certificate or full vocational authorization retains its validity providing the holder is employed in an educational capacity for a minimum of 100 days in any given 5 year period.

(2) If the holder of a permanent or continuing certificate or full vocational authorization is not employed in an educational capacity for the minimum of 100 days in the 5 year period, his permanent or continuing certificate or full vocational authorization is automatically suspended.

(3) The suspended certificate or authorization may be reinstated provisionally for 1 year by the state board upon request of a public or private school employer that is willing to employ and sponsor the holder of the suspended certificate or authorization full time for 1 year. The provisional reinstatement shall be authorized to the sponsoring school employer in the name of the holder.

(4) During the reinstatement period the school employer shall provide appropriate classroom supervision to the teacher candidate for reinstatement of the certificate or authorization. The employer shall submit a written evaluation to the state board at the end of the 1 year reinstatement period.

(5) When the employer reports completion of 1 year of successful experience during the reinstatement period the permanent or continuing certificate or full vocational authorization shall be fully reinstated.

(6) When the employer reports that the reinstatement year of experience was unsuccessful, the holder of the suspended certificate or authorization may enroll in a teacher education institution of his choice and complete a minimum of 6 semester hours of credit selected to improve the teaching skills identified by the sponsoring employer as deficient during the 1 year reinstatement period. Upon successful completion of that additional credit, the permanent or continuing certificate or full vocational authorization shall be fully reinstated.

HISTORY: Add. 1967; Am. 1973.

PART 4. STATE SPECIAL PERMITS

R 390.1141. General provisions.

Rule 41. (1) On application, the state board will issue a special permit for a person who has the statutory qualifications and has completed, or had accepted by transfer, the prescribed amount of satisfactory college credit on an approved teacher education program. The permit will be a full-year permit or substitute permit.

(2) A permit or renewal is issued to the recommending superintendent or personnel officer who shall apply therefor and affirm under oath that a certificated teacher is not available for employment. The recommending superintendent or personnel officer receiving the permit or renewal shall hold the permit or renewal for the person.

HISTORY: Add. 1967; Am. 1968; Am. 1973.

R 390.1142. Full-year special permits.

Rule 42. (1) An applicant for a full-year special permit shall present evidence that the person has completed 120 semester hours of satisfactory college credit, including 15 semester hours of credit in professional education.

(2) A full-year special permit is valid for teaching in the grades or subjects specified on the permit or both until June 30 of the school year for which the permit is issued.

(3) A full-year special permit will be renewed upon presentation of evidence that the person has completed 6 semester hours of satisfactory additional credit applying on requirements for regular certification.

HISTORY: Add. 1967.

R 390.1143. Substitute permits.

Rule 43. (1) An applicant for a substitute permit shall present evidence that the person has completed at least 60 semester hours of satisfactory college credit until September 1, 1970, and 90 semester hours of satisfactory college credit after September 1, 1970.

(2) After September 1, 1973, the person who presents less than 15 semester hours of credit in professional education, but at least 120 semester hours of satisfactory college credit, is eligible for a substitute permit.

(3) A substitute permit is valid for teaching on a substitute basis for a maximum of 90 days during any school year for a person with a minimum of 60 semester hours of satisfactory college credit, and for a maximum of 90 days during any semester for a person with a minimum of 90 semester hours of satisfactory college credit, except that to be eligible to teach for 90 days, the person with less than 120 semester hours shall have completed 30 semester hours of satisfactory college credit within the last 10 years.

(4) After September 1, 1973, a substitute permit is valid for teaching on a substitute basis for a maximum of 90 days during any school year.

HISTORY: Add. 1967; Am. 1968.

R 390.1144. Substitute permits; renewal.

Rule 44. (1) For a person with 60 semester hours or more of satisfactory college credit who does not teach more than 90 days during any school year, the substitute permit is renewable the following year upon recommendation of the superintendent of schools and without additional credit, but no substitute permit shall be issued for any person with less than 90 semester hours after September 1, 1970.

(2) For a person with 90 but less than 120 semester hours of satisfactory college credit who does not teach more than 180 days during any school year, the substitute permit is renewable the following year upon recommendation of the superintendent of schools and upon presentation of evidence that the person is participating in a planned program approved by the sponsoring institution and has completed 10 semester hours of satisfactory college credit during the preceding 12 months.

(3) For a person with 120 or more semester hours of satisfactory college credit, the substitute permit is renewable the following year.

HISTORY: Add. 1967; Am. 1968.

R 390.1145. Permits in emergency situations.

Rule 45. On recommendation of the superintendent of a local or intermediate school district, the state board may issue a permit for a person with reasonable qualifications when failure to authorize the permit will deprive children of an education. The permit shall be issued for a specific period of time under emergency circumstances not including labor disputes.

HISTORY: Add. 1973.

PART 5. EDUCATIONAL INSTITUTIONS

R 390.1151. Approved teacher education institutions.

Rule 51. (1) The state board approves certain institutions and their programs for the purposes of preparing applicants for certification. Upon request of the state board a teacher education institution shall present a report of its teacher education curricula and definitions of majors and minors. The programs of an approved teacher education institution are subject to periodic review by the state board.

(2) A sponsoring institution recommending applicants for teachers' certificates shall establish selection techniques which insure that only qualified students are admitted to the teacher education program and sponsored for certification.

(3) Unless otherwise approved by the state board, all majors and minors offered by an approved teacher education institution shall be in subject matter fields pertinent to teaching at the level for which certification is to be recommended. The state board reserves the right to determine the acceptability of majors and minors recommended by out-of-state institutions.

(4) An applicant who has been graduated from a specific teaching curriculum, such as fine arts, industrial arts, library science, music, physical education, health education or foreign language, may be certificated to teach such specific subject in elementary and secondary grades when, upon recommendation of the sponsoring institution, the applicant qualifies at both levels.

(5) An applicant convicted as an adult of an act of immoral conduct contributing to the delinquency of a child, or a felony involving moral turpitude, as determined by a court, shall be denied issuance of a certificate or license or shall be denied enrollment for student teaching or internship in a public or private school, or shall have his certificate suspended or revoked.

HISTORY: Add. 1967; Am. 1973.

R 390.1152. Same; equivalence option.

Rule 52. An applicant may satisfy any educational requirement for certification by presenting evidence of an equivalent as determined by the state board. In granting such equivalence the state board shall consider college graduation and scores made on standardized examinations or prior teaching experience, or any combination of these or other appropriate criteria. Evaluation of equivalence shall be under direction of the state board. The sponsoring institution may award semester hours of credit based upon equivalence in partial fulfillment of requirements for a major or minor or for any of the required credits for certification.

HISTORY: Add. 1967; Am. 1973.

R 390.1153. Same; experimental programs.

Rule 53. The state board at the request of an approved teacher education institution may waive for a specific time particular requirements of this code, for experimental teacher education programs. A request for such a waiver shall provide sufficient detail as prescribed to allow the state board to approve such provisions in order that substantial experimentation with patterns of teacher education may be encouraged. Upon adequate evidence, the state board may give continuing status to an experimental teacher education program of demonstrated superiority.

HISTORY: Add. 1967.

R 390.1154. Out of state institutions.

Rule 54. (1) An applicant for certification in this state who has been educated in an accredited institution out of this state shall present evidence of having fulfilled all of the requirements established for residents of this state. The state board may accept credit from an institution accredited by its regional accrediting association.

(2) An applicant for certification in this state who presents credit from a teacher education institution not accredited by its regional accrediting association may validate such credit by gaining unconditional admission to full standing in the graduate department, division or school of a college or university fully accredited by the regional accrediting association, or completing 6 semester hours of acceptable graduate credit in an accredited institution or meeting such requirements as are specified by the state board.

(3) Credits from institutions in foreign countries will be adjudged by the United States Office of Education and by the state board in determining eligibility for certification.

(4) A state elementary or secondary provisional certificate may be issued to an applicant from another state who presents evidence that he has been graduated from a teacher education institution approved by that state's appropriate education agency and has completed a program in elementary or secondary education as prescribed by that teacher education institution, if the institution is accredited at the time of his graduation by a national teacher accreditation agency approved by the state board.

HISTORY: Add. 1967; Am. 1973.

R 390.1155. Non-teacher education institutions.

Rule 55. An applicant presenting credits from an institution of higher education not approved for teacher education purposes shall complete such credits as may be required by the state board in his individual case.

HISTORY: Add. 1967.

R 390.1156. Correspondence credits.

Rule 56. A correspondence credit may not apply toward requirements for a continuing certificate, renewal of a provisional certificate, nor conversion of a provisional or continuing certificate.

HISTORY: Add. 1967.

PART 6. VOCATIONAL ENDORSEMENT AND AUTHORIZATION

R 390.1161. State secondary provisional certification with vocational endorsement.

Rule 61. (1) An applicant for vocational endorsement shall meet the requirements for state secondary provisional certification as described in part 2 of these rules as well as presenting evidence of completing:

(a) A program in vocational teacher education at an institution approved by the state board for the preparation of vocational teachers in the occupational area of the endorsement.

(b) A major or a minor in an approved program in the occupational area of the endorsement.

(c) Two years of work experience in the occupational area of the endorsement or completion of a planned equivalent program of directed supervised occupational experience approved by the department of education. The occupational experience shall be characterized by its relevancy and recency.

(2) Vocational endorsement is valid for teaching in the stated occupational area in approved vocational education programs.

HISTORY: Add. 1973.

R 390.1162. State secondary continuing certification with vocational endorsement.

Rule 62. (1) A state continuing certificate with a vocational endorsement may be issued to an applicant who has met the requirements for continuing certification as described in part 3 of these rules as well as presenting evidence that he has completed the following requirements:

(a) Taught successfully for 3 years according to the validity of his provisional certificate and vocational endorsement and since the issuance of the provisional certificate and vocational endorsement, as determined by the state board upon recommendation of the sponsoring institution and the local school district.

(b) Earned 18 semester hours after the issuance of his state provisional certificate and vocational endorsement in a planned course of study which includes a minimum of 10 semester hours of relevant vocational education. This advanced course of study is applicable to the applicant's professional development as determined by the state board upon recommendation of the sponsoring institution and, if appropriate, the local school district. A person with an earned master's or higher degree is not required to complete the 18 semester hour planned program.

HISTORY: Add. 1973.

R 390.1163. Temporary vocational authorization.

Rule 63. (1) A temporary vocational authorization document may be issued upon the report of a designated vocational teacher education institution to an applicant presenting evidence that he has met the following requirements:

(a) Possesses a baccalaureate degree.

(b) Has a major or minor in the field of specialization in which vocational authorization is being requested or equivalent graduate credits to substitute for the required major or minor.

(c) Has a minimum of 2 years of experience in the occupational area concerned or has completed a planned program of directed supervised occupational experience approved by the state board. The occupational experience shall be characterized by its relevancy and recency.

(2) Temporary vocational authorization is valid for teaching in those courses in which instruction is limited to the occupation specified on the authorization in approved vocational programs. It is valid for 6 years.

HISTORY: Add. 1973.

R 390.1164. Full vocational authorization.

Rule 64. (1) A full vocational authorization document shall be issued to qualified candidates and shall be valid for continued teaching in those courses in which instruction is limited to the occupation specified on the authorization in approved vocational programs.

(2) Applications for full vocational authorization shall contain evidence that the candidate:

(a) Has taught successfully for 3 years according to the validity of his temporary vocational authorization as determined by the state board upon recommendation of the sponsoring institution and the local school district.

(b) Has completed a minimum of 10 semester hours of professional vocational education as determined by the state board and approved by the sponsoring institution and the local school district.

(3) The validity of a full vocational authorization is specified in rule 34.

HISTORY: Add. 1973.

R 390.1165. Annual vocational authorization.

Rule 65. (1) If a candidate does not meet the standards outlined for temporary vocational authorization, an evaluation of competency shall be made by the department of education. The department shall determine the adequacy of his combined education and occupational

and teaching experience in relation to the requirements set forth. A candidate shall have work experience at the journeyman level in apprenticeable trades. If the candidate is deemed competent, a 1 year vocational authorization shall be issued to the school district. This annual vocational authorization is planned primarily for persons who will be teaching only vocationally approved trade and industrial and health occupation courses in grades 9 to 12.

(2) This annual authorization is valid for teaching those courses in approved programs, in which instruction is limited to the occupation specified on the authorization.

(3) A vocational authorization is renewable annually upon the recommendation of the employing local school district.

HISTORY: Add. 1973.

R 390.1166. Credit from institutions not designated for preparation of vocational teachers.

Rule 66. Candidates for vocational endorsement or authorization who present credit from a teacher education institution not approved by the state board for the preparation of vocational teachers may validate the credit by gaining unconditional admission to full standing in the graduate department, division or school of a college or university approved for vocational teacher education, by completing 6 semester hours of acceptable graduate credit in an institution approved by the state board for the preparation of vocational teachers, or meet the requirements specified by the state board.

HISTORY: Add. 1973.

R 390.1167. Instructional programs leading to state or federal license.

Rule 67. Personnel assigned instructional responsibility in fields for which a state or federal license is required shall hold the appropriate license before requesting a vocational endorsement or authorization.

HISTORY: Add. 1973.

PART 7. CERTIFICATION OF TEACHERS UNTIL 1970

R 390.1171-R 390.1179. Expired-1970.

PART 8. CERTIFICATION OF CERTAIN TEACHERS UNTIL 1976

R 390.1181. State permanent certificates; elementary.

Rule 81. (1) A state elementary permanent certificate may be issued to an applicant who has held a state elementary provisional certificate and who presents evidence that he has met the following requirements:

(a) The application shall be made within 1 year after expiration of the state elementary provisional certificate.

(b) He has taught successfully 3 years in elementary schools within the 5 year period provided in the provisional certificate.

(c) He has earned 10 additional semester hours of credit in an approved institution after the date of issuance of the original state elementary provisional certificate.

(d) Credit earned after receiving the state elementary provisional certificate whether or not leading to a master's or higher degree, may be counted toward requirements for the state elementary permanent certificate, or additional majors or minors.

(2) The sponsoring institution shall make recommendation concerning permanent certification after submission of evidence by the applicant or after the collection of evidence by the sponsoring institution.

(3) A state elementary permanent certificate qualifies the holder to teach from the date of issuance in the elementary grades of the public schools of this state.

HISTORY: Add. 1967.

R 390.1182. State permanent certificates; secondary.

Rule 82. (1) A state secondary permanent certificate may be issued to an applicant who has held a state secondary provisional certificate, and who presents evidence that he has met the following requirements:

(a) The application shall be made within 1 year after expiration of the state secondary provisional certificate.

(b) He has taught successfully 3 years in the secondary schools within the 5 year period defined by the validity of the provisional certificate.

(c) He has earned 10 additional semester hours of credit in an approved institution after the date of issuance of the original state secondary provisional certificate. It is recommended, but not required, that such credit be in partial fulfillment for the master's degree.

(d) Credit earned after receiving the state secondary provisional certificate, whether or not leading to a master's or higher degree may be counted toward requirements for the state secondary permanent certificate, or additional majors or minors.

(2) The sponsoring institution shall make recommendation concerning permanent certification after submission of evidence by the applicant or after the collection of evidence by the sponsoring institution.

(3) A state secondary permanent certificate qualifies the holder to teach from the date of issuance in the secondary grades of the public schools of this state in the subjects or subject fields indicated on the certificate.

HISTORY: Add. 1967.

R 390.1183. State permanent certificates; general provisions.

Rule 83. (1) Waiver of additional training. Additional training for a state elementary or secondary permanent certificate may be waived when the applicant has a master's or higher degree from an accredited institution when the provisional certificate was issued, or prior to the application for a state elementary or secondary permanent certificate.

(2) Changes from provisional certification. To be qualified for teaching at the expiration of an elementary or secondary provisional certificate, the applicant shall qualify within the provisional period for the state permanent certificate. If the applicant does not qualify for the state permanent certificate within the provisional period the privilege of candidacy for a permanent certificate is forfeited. To qualify for reconsideration the holder shall meet the conditions specified by the state board to apply to the individual case.

(3) Invalidation of certificate. If the holder of a permanent certificate is not actively employed in this state, or elsewhere, for 5 consecutive years in an educational position, the certificate is automatically suspended. To qualify for recertification the conditions specified by the state board to apply to the individual case shall be met.

HISTORY: Add. 1967.

R 390.1184. State limited renewal certificates; 3-year.

Rule 84. (1) A 3-year state limited renewal certificate may be issued to the holder of a 3-year state limited certificate or a 3-year state limited renewal certificate, who has earned 10 semester hours of bachelor's degree credit since the date of issuance of the last certificate held. Renewal credits shall be presented to the state board by the approved teacher education institution where the applicant is a candidate for the bachelor's degree, be of an average grade of "C" or better, and be applicable toward requirements of the curriculum approved for a state provisional certificate.

(2) A 3-year state limited renewal certificate is valid for 3 years from the date of issuance and qualifies the holder to teach in the elementary grades of any school district except 1 which maintains an approved high school.

HISTORY: Add. 1967.

R 390.1185. State limited renewal certificates; 1-year.

Rule 85. (1) A 1-year state limited renewal certificate may be issued to the holder of a 1-year state limited certificate or a 1-year state limited renewal certificate, who has earned 6 semester hours of bachelor's degree credit since the date of issuance of the last certificate held. Renewal credits shall be presented to the state board by the approved teacher education institution where the applicant is a candidate for the bachelor's degree, be of an average grade of "C" or better, and be applicable toward requirements of the curriculum approved for a state provisional certificate.

(2) A 1-year state limited renewal certificate is valid for 1 year from the date of issuance and qualifies the holder to teach in the elementary grades of any school district except 1 which maintains an approved high school.

HISTORY: Add. 1967.

R 390.1186. County limited renewal certificates; 2-year.

Rule 86. (1) A 2-year county limited renewal certificate may be issued to the holder of a 2-year county limited certificate, or a 2-year county limited renewal certificate, who has earned 10 semester hours of bachelor's degree credit since the date of issuance of the last certificate held. Renewal credits shall be presented to the state board by the approved or accredited teacher education institution where the applicant is a candidate for the bachelor's degree, be of an average grade of "C" or better, and be applicable toward requirements of the curriculum approved for a state provisional certificate.

(2) A 2-year county limited renewal certificate is valid for 2 years from the date of issuance, and qualifies the holder to teach in the county where the county normal is situated and in any primary school district employing not more than 2 teachers.

(3) Only 2 two-year county limited renewal certificates will be issued to an applicant.

HISTORY: Add. 1967.

R 390.1187. County limited renewal certificates; 1-year.

Rule 87. (1) A 1-year county limited renewal certificate may be issued to the holder of a 1-year county limited certificate or a 1-year county limited renewal certificate who has earned 6 semester hours of bachelor's degree credit since the date of issuance of the last certificate held. Renewal credits shall be presented to the state board by the approved or accredited teacher education institution where the applicant is a candidate for the bachelor's degree, be of an average grade of "C" or better, and be applicable toward the requirements of the curriculum approved for the state provisional certificate.

(2) The 1-year county limited renewal certificate is valid for 1 year from the date of issuance, and qualifies the holder to teach in the county where the county normal is situated and in any primary school district employing not more than 2 teachers.

(3) Only 5 one-year county limited renewal certificates will be issued to an applicant.

HISTORY: Add. 1967.

R 390.1188. Limited renewal certificates; renewal.

Rule 88. (1) In order that the holder of a limited renewal certificate may retain without interruption his status as a legally qualified teacher, he shall apply for renewal to the state board between April 1 and September 1 of the year the certificate expires. Failure to arrange for renewal constitutes forfeiture of the certificate. The holder, however, remains eligible to apply for renewal until June 30 of the year following expiration of his certificate. Thereafter he may obtain certification only by presenting evidence of 16 semester hours of prescribed college credit earned with an average grade of "C" or better since the date of issuance of the forfeited certificate and applicable toward requirements of the curriculum approved for the state provisional certificate.

(2) An application for any limited renewal certificate and the resumption of renewal privileges shall be secured from the intermediate superintendent of schools and be endorsed by the superintendent.

(3) Credits earned in meeting requirements for any limited renewal certificate shall apply toward a permanent certificate curriculum as approved by the state board.

HISTORY: Add. 1967.

R 390.1189. Expiration of part 8.

Rule 89. Part 8 expires on June 30, 1976.

HISTORY: Add. 1967.

APPENDIX A--EXCERPTS OF LEGAL PROVISIONS GOVERNING CERTIFICATION OF TEACHERS

I. State Board of Education Authority to Issue Certificates

Determination of the requirements for, and issuance of, all licenses and certificates for teachers in the public schools of this state.

(M.C.L. § 388.1010 - Sec. 10 of Act 287 of P.A. 1964)

II. Certification--Teachers in Non-Public Schools

No person shall teach or give instruction in any of the regular or elementary grade studies in any private, denominational or parochial school within this state who does not hold a certificate such as would qualify him or her to teach in like grades of the public schools of the state.

(M.C.L. § 388.553 - Sec. 3 of Act 302 of P.A. 1921)

III. Age and Citizenship

No certificate qualifying a person to teach in the public schools of this state shall be granted to any person who is not at least 18 years of age. No permanent certificate qualifying a person to teach in the public schools of this state shall be granted to any person who is not a citizen of the United States. Any certificate granted in contravention of the provisions of this section shall be void.

(M.C.L. § 340.852 - Sec. 852 as amended of Act 269 of P.A. 1955)

IV. Penalty for Employing Unqualified Teachers

As provided in the School Code, the board of any district shall not permit an unqualified teacher to teach in any grade or department of the school. A district employing teachers not legally qualified shall have deducted the sum equal to 1/2 the amount paid the teachers. Each intermediate superintendent shall notify the Department of Education of the name of the unqualified teacher and the district employing him and the amount of salary the unqualified teacher was paid within his intermediate district.

(M.C.L. § 388.1263 - Sec. 163 of Act 258 of P.A. 1972)

V. Certificate not Valid Unless Properly Recorded

Before any teacher's certificate shall be valid in any school district, the holder thereof shall record the same in the office of the county superintendent of schools of the county (intermediate school district superintendent) or in the office of the superintendent of schools of any school district, of the first, second, or third class or in the office of the superintendent of schools of any school district located wholly or partly within a village or city having a population of 10,000 or more where such person expects to teach.

(M.C.L. § 340.851 - Sec. 851 of Act 269 of P.A. 1955)

VI. Oath of Allegiance of Teacher

Before any teacher's certificate shall be valid in this state, the holder thereof shall make and subscribe the following oath (or affirmation): "I do solemnly swear (or affirm) that I will support the constitution of the United States of America and the constitution of the state of Michigan and that I will faithfully discharge the duties of the office of teacher according to the best of my ability."

Any teacher's certificate issued after the effective date of this act shall have attached thereto or superimposed thereon said oath of allegiance signed by the teacher, a duplicate of which oath shall be signed and filed with the Superintendent of Public Instruction: Provided, that said duplicate oath need not be so filed if the teacher has heretofore filed with the Superintendent of Public Instruction an oath in the form herein prescribed. All teachers who hold certificates issued in this state prior to the effective date of this act shall file said oath with the Superintendent of Public Instruction. The oath in all cases shall be notarized.

(M.C.L. § 340.851 - Sec. 851 of Act 269 of P.A. 1955)